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University teachers voting 'yes' to TUC affiliation

By Alan Cane

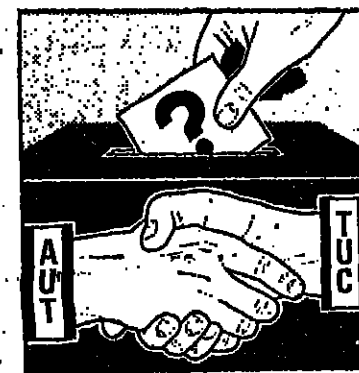
Members of the Association of University Teachers will vote to affiliate to the Trades Union Congress in a ballot, according to an opinion poll conducted in the universities for *The Times*.

It shows that of those AUT members who have already voted in the AUT's own ballot, 51 per cent said they were for affiliation, 35 per cent said they were against and 8 per cent refused to indicate their vote. Of those who have yet to vote, 39 per cent were in favour of affiliation, 45 per cent were against, 2 per cent refused to indicate and 33 per cent were undecided.

Taking together those who had voted and those yet to vote (Table 1) 43 per cent were for affiliation, 39 per cent were against, 7 per cent refused to reveal their vote and 17 per cent were undecided. The AUT is therefore moving firmly in the direction of TUC membership. A simple majority is needed to decide the ballot. The motion was last put in 1971 when, in a 50 per cent poll, almost 70 per cent of the membership were against affiliation.

The *Times* poll indicates that dissatisfaction with pay, rather than changes to the political Left, is behind the change in attitude. It also shows that support for the Liberal Party on university campuses has declined since the General Election in October 1974.

The poll, conducted by National Opinion Polls Ltd, showed that over



AUT should not join the TUC. On this basis, it is tentatively suggested that the AUT ballot will favour affiliation by a few per cent.

Among members who had already voted or planned to vote, social scientists were strongly in favour of affiliation. Scientists and those in arts faculties, while broadly in favour of affiliation, were less enthusiastic (40 per cent for, 30 per cent against) and engineers and technologists showed least enthusiasm (35 per cent for, 32 per cent against).

Senior academics were likely to vote against affiliation (35 per cent for, 39 per cent against) while junior academics were about twice as likely to vote for as against.

The survey also analysed voting intention by type of institution. London University and the former colleges of advanced technology showed the smallest percentage differences between those who would vote for and against affiliation, while the new universities and the newer civic universities were strongly in favour.

The percentages of academics who

Table 2: Voting intentions of university lecturers as indicated in *TIES/NOV* polls (percentage of total sample)

	Con	Lab	Lib	Other
Feb, 1974	31	30	24	15
Oct, 1974	21	40	29	10
Mar, 1976	25	31	14	30*

* Don't know: 17 per cent. Would not vote, 7 per cent.

Table 1: How academics voted or intend to vote in the AUT ballot (percentages)

	All respondents	Science	Humanities	Other	Major civic	New university	London	New civic	Ex-civ	Wales	Scotland
Already voted (44 per cent of total sample of 501 interviews)											
Yes	51	47	55	35	57	50	45	50	50	50	51
No	35	38	32	50	31	38	31	30	41	31	38
Refused to say	13	13	13	13	11	12	11	21	8	18	11
Undecided	17	17	17	17	17	17	17	17	17	17	17
All possibly voting (96 per cent of total sample) includes those who have already voted:											
Yes	43	40	46	40	44	50	36	52	42	45	46
No	49	50	54	60	56	48	63	47	58	55	54
Refused to say	7	7	6	6	5	5	5	8	21	18	7
Do not know	17	19	21	14	21	17	18	17	17	17	17

Council punishes social work rebels

By David Walker

A London polytechnic's grant is to be cut by its local council for refusing to accept the council's nomination of one of its training courses.

North East London Polytechnic's grant will be cut by up to 5 per cent, the London Borough of Newham council said. The council should be made up by charging an economic support fee for the Certificate of Qualification in Social Work course.

The council's decision has not yet been challenged by the polytechnic, whose funding is controlled by a joint education committee of Newham and other East London boroughs. Mr George Seabrook, deputy director at NLEP, commented that all they knew about the matter was "newspaper reports".

The move comes two weeks after Mr Eric Baker, head of the social work department, was told that his

office on the same day as the lecturers themselves are despatched. In addition all orders for goods and equipment, recommendations involving resources, etc, must be countersigned by myself or in my absence by a member of directorate."

Staff in the department said that the candidates, from Newham's education department, had been assessed through regular procedures, and included external examination, and had not been found suitable. The education department, which is short of qualified staff for educational welfare work, strongly contested their assessment.

A senior council official commented that this week that relations between the local authority and NLEP were generally excellent. They co-operated closely on in-service training for teachers, and raised with local schools and colleges, with no question of council nominees being accepted. The polytechnic had a special role in increasing the professional competence of council officers, he said.

Newham council's recommendation is difficult to cost exactly. Average fees for 80 students on the social work course are about £300, including administrative and infrastructure costs, the total

Retirement at 50 plan for academics

by David Hencke

Polytechnic and college lecturers will be able to retire at 50 if they are declared redundant under a scheme to be put to teachers' unions at a Burnham Committee superannuation working party next week.

Lecturers are to be included in a scheme which will cover all local authority staff from chief education officers to college gardeners. University lecturers are not covered but Mr Laurie Sapper, general secretary of the Association of University Teachers, said this week that separate negotiations on a retirement scheme for university lecturers were taking place.

"We have been holding talks with the Committee of Vice-Chancellors and Principals on a voluntary early retirement scheme. Obviously we shall be watching the local authority negotiations with interest and we will expect no less favourable terms in our negotiations."

The local authority retirement scheme virtually extends to the entire public sector the favourable

continued on back page

Recurrent grant up

A meeting of the University Grants Committee was held this week to discuss the allocation of the universities recurrent grant for 1976-77. The size of the grant had not been disclosed when *The Times* went to press, although it is said to be higher than was expected. The UGC is anxious to make the distribution before the end of the

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News in brief

Universities have not "lived off fat"

It should not be thought that the universities have been "lived off fat", Dr A. F. Trotman-Dickenson, principal of the University of Wales Institute of Science and Technology, said last week.

In an address to the court of UWIST, Dr Trotman-Dickenson claimed that university teaching salaries were 15 per cent below those in comparable employment and that the staff-student ratio in universities was almost 50 per cent higher than in polytechnics.

In real terms, the universities were probably costing the country £40m less than two years ago and educating 17,000 more students, he said.

Exam merger welcomed

The Schools Council's proposal to merge 16-plus examinations have been given a qualified welcome by further education college principals. A working party of the Association of Colleges of Further and Higher Education and the Association of Principals of Colleges has reported in favour of the principle of a common examination system to replace the separate General Certificate of Education and Certificate of Secondary Education. But it added there were "formidable difficulties" in establishing it.

Polys best for business

Independent schools career masters have been told that polytechnic business studies degrees are among the best available preparations for a business career. The advice is in an editorial in the Spring edition of the Independent Schools Careers Organisation Bulletin.

Drama council planned

A National Council for Drama Training is to be set up by the Gulbenkian Foundation along the lines proposed in the recent Gulbenkian report *Going on the Stage*.

The council will be concerned with the recognition of drama schools and financial support for drama and in-service training. It will consist of 25 people.

Purdue head chosen

Professor A. H. Lefebvre head of the school of mechanical engineering at Cranfield Institute of Technology has been appointed head of the school of mechanical engineering at Purdue University, Indiana. Purdue has one of the largest schools of mechanical engineering in the United States with about 850 students and 40 full professors.

Sociology of illness

The sociology of health and illness is the theme of this year's annual British Sociological Association conference. It will take place at Manchester University from April 6-9 and among the speakers will be Dr David Owen, Minister of State at the Department of Health.

Case may be good news on student-teacher fees

by Sue Reid

Thousands of student teachers may not have to pay course tuition fees following a far-reaching "test case" decision made by Birmingham City Council.

Traditionally teacher training students have not been charged tuition fees but a Department of Education and Science ruling last year brought them directly into line with the higher education sector.

Under the new arrangement students at colleges of education and polytechnic schools of education were told to pay tuition fees but also became eligible for the £50 minimum mandatory grant which previously had not been awarded to student teachers.

The DES informed local education authorities of the change in a circular last March and followed this up with a letter during August. But due to the complicated individual assessment procedure, based on personal income, many student teachers were not aware of their liabilities until late in the autumn.

Now the whole issue has been challenged by Birmingham Polytechnic students' union which successfully raised the matter with the City of Birmingham legal department and won a reprieve for one student who will now not be charged tuition fees. The union argued that the student, in his third year, had undertaken his course in the knowledge that he would not be liable for fees and therefore his contract with the education authority had been breached.

The decision could have far-reaching effects for students at Birmingham Polytechnic, which took in more than 150 student teachers following a merger with the City of Birmingham College of Education, Bordesley College of Education and

Anstey College of Physical Education in September; elsewhere in the country the case is likely to make a strong impact.

Mr Andy Houseley, president of Birmingham Polytechnic students' union, said this week: "By the time many had been assessed the academic year was well under way. Many had no idea they would have to pay fees until late in October or November. They had undertaken their courses without knowing there would be fee charges involved."

Students involved at Birmingham were charged between £168 and £355 and some paid up after a threat from the polytechnic authorities that they faced expulsion, he said. But now it seems likely that the students who have steadfastly refused to pay will not be charged and the others, particularly those who paid under duress, are likely to get a refund.

Student teachers in the second and third year of their courses have, say Mr Houseley, a watertight case but the polytechnic is hopeful of helping the first year students as well.

"The first year students did not know prior to starting the course that tuition fees would be charged. They are in the same position as the second and third year students and we hope they will not have to pay fees during their course."

"We have received many inquiries from colleges of education throughout the country who are hoping to take action. We feel the DES should have 'introduced' the programme to introduce the fees as that students already on a course were not liable."

Mr Houseley said this week that it was looking into the situation at Birmingham following the "test case" ruling but was unable to comment on the possible outcome nationally.

Hunt on for new register of scientific research

A Southampton University research project is currently investigating the most favourable format for a national register of scientific research to replace the former *Index Medicus* and *Index Veterinarius*.

Scientific Research up to last June was published by the British Library research and development department, which took the decision to cancel it. It was understood to be losing money.

Following the cancellation, there were protests from users and the present position is that the cancellation is "not a permanent decision".

The current issue of *Scientific Research* is the last in the present form, but the situation is under review, according to Mr Peter Chettle, a senior research fellow on the project, which is funded by the British Library research and development department.

Mr Chettle said that various alternatives were being investigated. "I hope and believe it would be essentially self-supporting", he said.

Course gradings 'threaten promotion prospects'

by David Hencke

Promotion prospects for hundreds of college and polytechnic lecturers are being threatened by a series of anomalous decisions on the grading of diploma of higher education and certificate courses taken by a sub-committee of the Burnham Further Education panel.

The National Association of Teachers in Further and Higher Education is taking the "unprecedented" step of contesting the grading of all diploma of higher education and certificate courses for further education courses taken by a sub-committee of the Burnham Further Education panel.

A further case where college lecturers will have different promotion prospects at a London college of higher education is expected to be raised at the NATFHE annual conference next month. Details of this dispute have been sent to Mr Mulley, Secretary of State for Education, since it raises the question of academic standards of teachers' diploma courses.

The common argument in all three disputes is whether sub-degree work should be classified by the Burnham sub-committee as Grade II or III. The level of grading is crucial since, according to the NATFHE, it affects the career prospects of teachers. The sub-committee decided to resolve the problem by classifying some courses as grade II and some as grade III, creating anomalies between courses at different institutions or at the same institution, as in the case of the Roehampton Institute of Higher Education.

The sub-committee decided to distinguish between Dip HE courses

which are integrated into programmes (classified grade II) and independent courses (classified grade III).

Under this classification lecturers teaching new Diplomas in Polytechnic or Gwent College of Higher Education will qualify for faster promotion than those teaching similar courses at the East London Polytechnic and Ford College.

The sub-committee has decided to classify all certificate education (technical) courses III even though many local authorities recognise them as grade II work. NATFHE believes this decision will cause difficulties for lecturers in attracting staff and wages when, in the case of Walsingham and Huddersfield, colleges are merged with polytechnics.

Roehampton Institute faces a dilemma because lecturers teaching diploma courses in primary education have been classified as grade II while those teaching diploma courses are teaching grade III.

The college believes that a high regard qualification of University of London, one of the subjects that are being taught now? We have been evading this question for 30 years. Are we at last going to face it?"

But just as London University had to face decisions, so had British society. Lord Annan argued that the country had been gripped by "generous illusions" during the past 25 years.

"One of our troubles—which has been fanned by higher education—is that people have far too high expectations. They have come to believe that by some political realignment, by devolution or even possibly revolution, we could achieve

Annan hints at end to London external degrees

by David Walker

London University would have to take a much tougher line about priorities in future, Lord Annan, provost of University College, warned this week.

He suggested the university might have to abolish its external degree system, some of its higher degrees, reduce its commitment to extramural studies and reduce the number of its medical schools.

Speaking at the college's foundation evening, given by Sir Iluv Wheldall, Lord Annan said: "There are numbers of activities which have grown up in the axis of the university; but who is looking at their future in terms of the resources that the university is likely to get and which every year is shrinking in real terms?"

The external degree machinery was being subsidised despite the fact that the provision of higher education and the establishment of the Open University, Times had changed since Twynney and the early days of extra-mural work and there was no merit in self congratulation for simply carrying on what the founding fathers did.

"How many medical schools can London afford to run? On the one hand, we have been told that we must decide to face decisions, so had British society. Lord Annan argued that the country had been gripped by "generous illusions" during the past 25 years.

"One of our troubles—which has been fanned by higher education—is that people have far too high expectations. They have come to believe that by some political realignment, by devolution or even possibly revolution, we could achieve



Lord Annan

a major improvement in our condition of life."

Higher education's credo was that research could elucidate problems and provide solutions. From it had grown up the belief that all days of extra-mural work and there was no merit in self congratulation for simply carrying on what the founding fathers did.

"One of our troubles—which has been fanned by higher education—is that people have far too high expectations. They have come to believe that by some political realignment, by devolution or even possibly revolution, we could achieve

British-German cooperation has 'never been closer'

German-British cooperation on the exchange of academic staff and students has never been closer, according to members of a joint working party convened by the British Council which met in London this week.

However, Dr J. K. Mitchell, British Council representative in Germany, warned that as European countries became closer, the mere fact of going abroad grew less important. The nature of course of study or training offered once there mattered more.

The working party was established jointly by the British Council and the German Academic Exchange Service (DAAD) following last year's conference to examine academic exchange.

The German members of the party included representatives of DAAD and the Rectors' Conference. They expressed no strong attitude towards possible increases in students' fees in Britain, though they said they might oppose discriminatory ones.

The British side consisted of university and polytechnic representatives, a staff inspector from the Department of Education, Dr R. W. J. Kony, deputy executive secretary of the Royal Society, as well as officials of the British Council.

The working party agreed in most areas, such as the increase in postdoctoral research contacts, opportunities for German studies in Britain and vice versa, and the need for greater evaluation of all interchanges schemes.

Close vote creates college

A new college of higher education was established at Watford last week by a majority vote. Hertfordshire County Council voted by 33 to 32 to locate the 700 teacher training places given by the Department of Education and Science at a new centre to be created at Watford Hall college of Education rather than Bellerbark College of Education, Hertford.

The new college will be called Hertfordshire College of Higher Education and will concentrate on training student teachers. A decision, yet to be ratified by

one area of difficulty was the growing contact between the polytechnics and German institutions, particularly where sandwich courses involved a period of employment in German industry or commerce.

The point was made in a DAAD background paper for the meeting. It said: "In Britain it is primarily the polytechnics who are making efforts to strike up contacts with the German institutions of higher education."

"They are trying to promote a combined study at a German university or Fachhochschule in conjunction with practical experience in German industry or commerce. The difficulties have sometimes arisen."

Dr Gerald Bulmer, rector of Liverpool Polytechnic, said that not enough places were available for industrial training on sandwich type courses, although this was a problem for home students, too.

A further problem was with which German institutions polytechnics should liaise. Dr Bulmer suggested liaison at the departmental level. He promised to approach the subject boards of the Council for National Academic Awards to inquire whether they could take an active role.

On cooperation in scientific research Mr Kony spoke about pooling knowledge and research technology in astronomy and mathematics with a view to removing the anomalies within the university system and between universities and other higher education sectors.

The academics ask that the quinquennial allocation in the future made known in good time allow proper planning. They also urge the UGC to publish the criteria that form the basis of the allocation.

Discussions of university finance could then be based on full information to the staff and the public. The production of such universities' gain would be a major step towards a more rational and efficient use of time consuming for senior staff and administrators.

The major, but avoidable, deficiency in the quinquennial grant was

New Coventry line to avoid merger

by David Hencke

Mr Fowler, Minister of State for Higher Education, is to be asked to reconsider the Government's decision to merge Coventry College of Education with Warwick University. A delegation from Coventry Education Authority will meet the minister on Monday to discuss an alternative proposal, originally rejected by Lord Croomer-Hunt last year, to merge the college with Lanchester Polytechnic.

The approach to the Department of Education and Science comes after a breakdown of negotiations between the local authority and the university on the merger. According to one observer talks broke down on January 21 and have been adjourned indefinitely. According to the university, which has repeatedly called for more talks, the local authority appears to be considering alternatives under the guise of claiming that new cuts in teacher training imposed by the DES have changed the situation.

The university and local authority have reached some agreement on 11 out of 13 points raised by the latter. Only in two major areas, covering local authority influence over the university and transfer of staff from the college to the university, are there serious differences.

Coventry education authority argues that since it is transferring buildings and staff, it could expect to have considerable influence in the future of the college. The college and university have worked across the university and transfer of staff from the college to the university, are there serious differences.

A statement from the university this week regretted the "prolonged delay" in merger negotiations and called for a meeting between the local authority and the university "as a matter of urgency".

The statement added: "A merger between the college and the university represents the best solution on educational grounds for the future of the college. The college and university have worked across the university and transfer of staff from the college to the university, are there serious differences."

UGC urged 'go back to traditional role'

by Sue Reid

Nottingham academics are pressing the University Grants Committee to reestablish its traditional role of intermediary between the department of Education and Science and individual universities.

They also want to see the committee take a more active part in countering attacks levelled at the university sector in general.

In a quinquennial submission to the UGC the non-professional staff at Nottingham University criticised the committee for failing to protect the position of the universities both in financial and practical terms. Attacks had been aimed at their basic principles, cost levels, staff-student ratios and research school study, said the academics.

They added: "Our first and most important task is to ensure that the pressure which is being put on us to expand at such a rate that students will be admitted with lower ability and with less motivation than we consider necessary for university study."

"The second is that there will not be adequate provision of resources in staff, grants, accommodation and equipment to teach undergraduates and postgraduates to the standards that we have so far maintained in the United Kingdom."

The Nottingham academics claim that a major source of disillusion among staff and students was the result of the "significant erosion of staff salaries".

"In our view the new machinery has in fact contributed to the unsatisfactory nature of the negotiations in the past 12 months. We urge the UGC yet again to use its influence to improve the machinery for restoring the balance between parts of the higher education system with respect to salaries."

The submission goes on to recommend that the UGC supports the aim of a major salary survey at least every three years. It also urges the UGC to take steps to removing the anomalies within the university system and between universities and other higher education sectors.

The academics ask that the quinquennial allocation in the future made known in good time allow proper planning. They also urge the UGC to publish the criteria that form the basis of the allocation.

Discussions of university finance could then be based on full information to the staff and the public. The production of such universities' gain would be a major step towards a more rational and efficient use of time consuming for senior staff and administrators.

The major, but avoidable, deficiency in the quinquennial grant was

running of the teacher training courses and representation on appointments committees. The university has been willing to appoint teachers to appointments committees and to agree to some local authority representation although it would consider large numbers of local authority appointments an infringement of autonomy.

The local authority is also concerned that all heads of departments in the college should be appointed professors, creating seven new appointments, and that Mr Gordon Lawrence, the acting principal of the college, should be appointed director of the new department.

The university, while willing to consider these appointments, considers that this would create too many chairs in one field. It has already agreed to appoint 83 of the 132 college staff as members of its permanent staff and offer a further 24 lecturers (temporary appointments).

A statement from the university this week regretted the "prolonged delay" in merger negotiations and called for a meeting between the local authority and the university "as a matter of urgency".

The statement added: "A merger between the college and the university represents the best solution on educational grounds for the future of the college. The college and university have worked across the university and transfer of staff from the college to the university, are there serious differences."

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Assurance given on range of ILEA college courses

by John Ross

The range of courses in Inner London Education Authority colleges will continue to grow in spite of the economic situation, Mr John Bevan, ILEA Senior Assistant Education Officer, said in last week's *College* magazine, writing on the reshaping of further and higher education.

Over the past few years ILEA's rationalisation plan has led to the disappearance of the traditional technical colleges, general colleges and colleges of further education, and the emergence of a new group of general colleges. Mergers have reduced the number of colleges from 54 to 35, and the categories of college from seven to five.

Mr Bevan related these changes to the development of the polytechnics and the re-organisation of teacher training. The majority of teacher training would be carried out in institutions which, whether merged or not, would have responsibility for a far wider range of work, he said.

"By the end of the 1970s the new pattern will have crystallised and, one might be tempted to add, a period of sharp re-evaluation of resources would be essential—for example, the pruning of courses which are poorly subscribed or which are not of high priority. The range of provision will continue to grow and be adapted to meet new needs."

"The authority's expenditure on further and higher education is, nonetheless, very substantial, although some re-evaluation of resources may be essential—for example, the pruning of courses which are poorly subscribed or which are not of high priority. The range of provision will continue to grow and be adapted to meet new needs."

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Fewer university academics

The number of academic staff in universities declined last year although total student numbers increased by nearly 5 per cent, according to figures released by the University Grants Committee recently.

Last term there were 30,335 academic staff in universities but 100,000 students, a fall from 1974-75. Numbers of professors and senior lecturers grew slightly. The provisional total for both

undergraduates and postgraduates last term was 263,350, including 90,209 overseas students. The number of overseas students increased from 10.6 per cent of total students in 1974-75 to 11.5 per cent in 1975-76.

Both undergraduate and postgraduate numbers have increased since last year. Last term there were nearly 50,000 postgraduate students, an increase of about 23 per cent on total students.

The merger of St Luke's College, Exeter, University is certain to go ahead in 1978 following an agreement on transfer of staff from the college to the university.

A total of 57 out of 120 college staff will become university lecturers but 23 lecturers, including 50 or so, will become redundant. The existing university education department will move to the St Luke's site.

Mr John Dancy, principal of St Luke's, said that college students entering St Luke's this year will leave as Exeter University graduates.

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In Parliament

what were the estimated figures 1976.

Mulley said firm figures for 1975 were not yet available, 3,700 students were admitted, have successfully completed a year postgraduate courses in a teacher training at universities in England and Wales.

Mr Mulley said the annual take at Sheffield University Medical School was planned to increase from 80 in 1970 to 110 in 1975, although redevelopment of one of the teaching hospitals had been deferred.

Mr Nicholas Winter asked the Minister for Overseas Development how many foreign students would be subsidised in places in United Kingdom universities in the summer of 1975; and what were the comparable figures for 1974.

Mr Harold Walker said records of claims and payments of unemployment benefit did not distinguish between claims made by students and those made by other unemployed persons.

The number of unemployed students registered for employment was 31,963 at July 14, 1975, 33,464 at August 11, 1975 and 37,399 at September 8, 1975. The comparable figures for the same three months of 1974 were 24,358, 27,634 and 29,301 respectively.

Teacher training: Mr Freud asked the Secretary of State for Education and Science how many graduates completed teacher training after graduation in the year 1975 and

Burnham exclusion attacked

The Association of Polytechnic Teachers has condemned the exclusion of the association and the Committee of Directors of Polytechnics from the new Burnham Further Education salary negotiating committee. The APT says the committee's panel of the committee has become a virtual monopoly of the National Association of Teachers in

represented the polytechnics, makes nonsense of the accusation by university teachers' representatives that the Government in some way favours the polytechnics." It says the APT claims that the panel of the Burnham FE committee is made up of higher education staff "beyond dispute" and says the new composition of the

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The Gulbenkian Foundation is to service the council, until it is properly established.

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Professor Lefebvre, a turbine specialist, has been at Cranfield for the past 15 years, 10 as head of the school.

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Thousands of student teachers may not have to pay course tuition fees following a far-reaching "test case" decision made by Birmingham City Council.

Traditionally teacher training students have not been charged tuition fees but a Department of Education and Science ruling last year brought them directly into line with the higher education sector.

Under the new arrangement students at colleges of education and polytechnic schools of education were told to pay tuition fees but also became eligible for the £50 minimum mandatory grant which previously had not been awarded to student teachers.

The DES informed local education authorities of the change in a circular last March and followed this up with a letter during August. But due to the complicated individual assessment procedure, based on parental income, many teachers were not aware of their liabilities until late in the autumn.

Now the whole issue has been challenged by Birmingham Polytechnic students' union which has successfully raised the matter with the City of Birmingham legal department and won a reprieve for one student who will now not be charged tuition fees. The union argued that the student, in his third year, had undertaken his course in the knowledge that he would not be liable for fees and therefore his contract with the education authority had been breached.

The decision could have far-reaching effects for students at Birmingham Polytechnic, which took in more than 150 student teachers following a merger with the City of Birmingham College of Education, Bordesley College of Education and

Anstey College of Physical Education in September; elsewhere in the country the case is likely to make a strong impact.

Mr Andy Housley, president of Birmingham Polytechnic students' union, said this week: "By the time our students had been assessed the academic year was well under way. Many had no idea they would have to pay fees until late in October or November. They had undertaken their courses without knowing there would be fees charged at all."

Students involved at Birmingham were charged between £168 and £185 and some paid up after a threat from the polytechnic authorities that they faced expulsion, he said.

But now it seems likely that the students who have steadfastly refused to pay will not be charged and the others, particularly those who paid under duress, are likely to get a refund.

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Course gradings 'threaten promotion prospects'

by David Hencke

Promotion prospects for hundreds of college and polytechnic lecturers are threatened by a series of anomalous decisions on the grading of diploma of higher education and certificate courses taken by a sub-committee of the Burnham Further Education panel.

The National Association of Teachers in Further and Higher Education is taking the unprecedented step of contesting the grading of all diploma of higher education and certificate of education courses for further education lecturers at the next Burnham Committee meeting on April 5.

A further case where college lecturers teaching parallel diploma courses will have different promotion prospects at a London college of higher education is expected to be raised at the NATFHE annual conference next month. Details of this dispute have been sent to Mr Mulley, Secretary of State for Education, since it raises the question of academic standards of a teachers' diploma course.

The common argument in all three disputes is whether sub-degree work should be classified by the Burnham sub-committee as Grade II or III. The level of grading is crucial since, teaching Grade II course work qualifies lecturers for faster promotion than Grade III. The sub-committee decided to resolve the problem by classifying some courses Grade II and some Grade III, creating anomalies between courses run at different institutions or at the same institution, as in the case of the Roehampton Institute, part of the Higher Education.

The sub-committee decided to distinguish between Dip HE courses

which are integrated into programmes (classified as independent courses) and those which are not (classified as Grade III).

Under this classification, teaching new Dips at a Polytechnic or Gwent College of Higher Education will qualify faster promotion than those teaching diploma courses at the East London Polytechnic and Ford College.

The sub-committee has decided to classify all certificate education (technical) courses, even though many local authorities recognize them as grade work. NATFHE believes this will cause difficulties in leges in attracting staff, and when, in the case of Walsingham and Huddersfield, are merged with polytechnics, a college lecturer faces a dilemma: to teach a diploma course or to teach a certificate course. The college believes that the latter is a more desirable option.

Mr Michael Morgan, of Froebel Institute, said: "It seems to me quite incomprehensible that long standing highly regarded qualifications of University of London, one of the highest in the world, should be classified as Grade II and listed by the DES as a course of advanced study, should be regarded as being less advanced than a third year of a teachers' diploma."

"I have no idea who has concocted such an academic mess but I must inevitably conclude that the advantage offered is of very little value."

What were the estimated figures? Mulley said firm figures for 1975 were not yet available. 8,700 students were estimated to have successfully completed year postgraduate courses in teacher training at universities in England and Wales in 1975; the corresponding figure for 1976 was estimated to be 9,400.

Sheffield medical school: Housley asked the Secretary of Education and Science to ask the Sheffield University Medical School and how far programme would be affected by reductions in public expenditure. Mr Mulley said the annual take at Sheffield University Medical School was 150. Although redeployment of the teaching hospitals had deferred.

In Parliament

Student unemployment: Mr Freud asked the Secretary of State for Employment how many students applied for unemployment benefit during the summer of 1975 and what were the comparable figures for the previous year; what was the total cost of paying unemployment benefit to full-time students in the summer of 1975; and what were the comparable figures for 1974.

Mr Harold Walker said records of claims and payments of unemployment benefit did not distinguish between claims made by students and those made by other unemployed persons.

The number of unemployed students registered for employment was 91,963 at July 14, 1975, 93,464 at August 11, 1975 and 97,399 at September 8, 1975. The comparable figures for the same three months of 1974 were 24,358, 27,634 and 29,801 respectively.

Teacher training: Mr Freud asked the Secretary of State for Education and Science how many graduates completed teacher training after graduation in the year 1975 and what were the comparable figures for 1974.

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Annan hints at end to London external degrees

by David Walker

London University would have to take a much tougher line about priorities in future, Lord Annan, provost of University College, warned this week.

He suggested the university might have to abolish its external degree system, some of its higher degrees, reduce its commitment to extra-mural studies and reduce the number of its medical schools.

Speaking at the college's foundation oration, given by Sir David Wheldon, Lord Annan said: "There are numbers of activities which have grown up in the age of the university; but who is looking at their future in terms of the current grant which the university is likely to get and which every year is shrinking in real terms?"

The external degree machinery was being subsidized despite the vast increase in provision of higher education and the establishment of the Open University. Times had changed since the belief that all days of extra-mural work and there was no merit in self congratulation for simply carrying on what the founding fathers did.

"How many medical schools can London afford to run? Or, if you decide to keep the same number, can each be staffed and teach all the subjects that are being taught now? We have been evading this question for 30 years. Are we at last going to face it?"

But just as London University had to face decisions, so had British society. Lord Annan argued that the country had been gripped by "generous illusions" during the past 25 years.

"One of our troubles... which has been fanned by higher education, is that people have far too high expectations. They have come to believe that by some political realignment, by devolution or even possibly revolution, we could achieve



Lord Annan

a major improvement in our condition of life."

Higher education's credo was that research could elucidate problems and provide solutions. From this, he said, had grown up the belief that all days of extra-mural work and there was no merit in self congratulation for simply carrying on what the founding fathers did.

Too many demands were made on government. Every child was being educated, or a girl was wrongly committed to trial in the law courts, or a family was left homeless because of inefficiency in local government welfare departments. There was a cry to set up more machinery and bodies and coordinate them better to ensure that the mistake is never made again.

"Unfortunately more bodies make it only more likely that the mistake will be made again. What we ought to be doing at the moment is recognizing that we have too many expectations and deciding which of the things we want to achieve should be done at once and which must wait."

British-German cooperation has 'never been closer'

German-British cooperation on the exchange of academic staff and students has never been better, according to members of a joint working party convened by the British Council which met in London this week.

However, Dr J. K. Mitchell, British Council representative in Germany, warned that as European countries became closer, the mere fact of going abroad grew less important. The nature of course of study or training offered once there mattered more.

The working party was established jointly by the British Council and the German Academic Exchange Service (DAAD) following last year's conference to examine academic exchange.

The German members of the party included representatives of DAAD and the Rectors' Conference. They expressed no strong attitude towards the increase in students' fees in Britain, though they said they might oppose discriminatory ones.

The British side consisted of university and polytechnic representatives, a staff inspector from the Department of Education, Dr R. J. Keny, deputy executive secretary of the Royal Society, as well as officials of the British Council.

The working party agreed in most areas, such as the increase in postgraduate research contacts, opportunities for German students in Britain and vice versa, and the need for greater evaluation of all interchange schemes.

On cooperation in scientific research Mr Keny spoke about pooling knowledge and research facilities in astronomy and mathematics under the aegis of the European Science Foundation.

Close vote creates college

A new college of higher education was established at Watlington, Oxford, will cease to train teachers but the local authority is hoping to prevent the closure of the college. Negotiations are to begin between the authority and the college to see whether the facility can be used for new higher education courses run by the polytechnic.

Both colleges of education will admit students this September. A spokesman for the authority said, in future students at both institutions would be considered part of the new college. Teacher training courses at Watlington will be transferred to Watford later.

New Coventry line to avoid merger

by David Hencke

Mr Fowler, Minister of State for Higher Education, is to be asked to reconsider the Government's decision to merge Coventry College of Education with Warwick University. A decision by Coventry Education Authority will meet the minister on Monday to discuss an alternative proposal, originally rejected by Lord Croomer-Hunt last year, to merge the college with Lancaster Polytechnic.

The approach to the Department of Education and Science comes after a breakdown of negotiations between the local authority and the university on the merger. According to one observer talks broke down on January 21 and have since adjourned indefinitely. According to the university, which has repeatedly called for more talks, the local authority appears to be considering alternatives under the guise of claiming the new clause in the teacher training imposed by the DES has changed the situation.

The university and local authority have reached some agreement on 11 out of 13 points raised by the latter. Only in two major areas covering local authority influence in the university and transfer of staff from the college to the university are there serious differences.

Coventry education authorities are anxious since transferring buildings and land valued at about £7m to Warwick it could expect to have considerable influence in the

running of the teacher training courses and representation on appointments committees.

The university has been willing to appoint teachers to appointments committees and to agree to some local authority representation, although it would consider large numbers of local authority appointees an infringement of autonomy.

The local authority is also concerned that all heads of departments in the college could be appointed by professors, creating seven new appointments, and that Mr Gordon Lawrence, the acting principal of the college, should be appointed director of the new department.

The university, while willing to consider these appointments, considers that this would create too many chairs in one field. It has already agreed to appoint 83 of the 132 college staff as members of its permanent staff and offer a further 49 lecturers temporary appointments.

A statement from the university this week regretted the "prolonged delay" in merger negotiations and called for a meeting between the local authority and the university "as a matter of urgency."

The statement adds: "A merger between the college and the university represents the best solution on educational grounds for the future of the college. The college and university have worked increasingly closely together since the college's transfer of validation arrangements from Birmingham University

in 1966 and co-operation extends to joint teaching arrangements, common use of educational facilities and joint research.

"A merger is a natural climax of this relationship bearing in mind the planned reduction in student numbers at the college and the ability of the university to incorporate college plans within its own development programme."

College staff are still hopeful that a university-college merger will take place. Warwickshire education authority could well disagree with some of the objections raised by Coventry.

Mr Robert Aitken, director of education, emphasized this week that Monday's talks would be purely informal and that no decision would be made. Whatever the final outcome the local authority would have more talks with the university.

The merger of St Luke's College, Exeter, and Exeter University is certain to go ahead in 1978 following an agreement on transfer of staff from the college to the university.

A total of 57 out of 120 college staff will become university lecturers but 23 lecturers, including 5 over 60 will become redundant. The existing university education department will move to St Luke's site.

Mr John Dancy, principal of St Luke's said that the agreement means that college students entering St Luke's this year will leave as Exeter University graduates.

UGC urged 'go back to traditional role'

by Sue Reid

Nottingham academics are pressing the University Grants Committee to return to its traditional role of intermediary between the Department of Education and Science and individual universities.

They also want to see the committee take a more active part in countering attacks levelled at the university sector in general.

In a questionnaire submitted to the UGC last week, the academic staff of Nottingham University criticized the committee for failing to protect the position of the universities both in financial and practical terms. Attacks had been directed at their basic principles, cost levels, staff-student ratios, and research school study, said the academics.

They added: "Our first and major concern is that pressure will be put on us to expand at such a rate that students will be admitted with lower ability and with less motivation for university study."

"The second is that there will not be adequate provision of resources in staff, grants, accommodation and equipment to teach undergraduates and postgraduates to the standards that we have for maintained in the United Kingdom."

The Nottingham academics claim that a major source of disillusionment with the UGC is as a result of the "significant erosion of staff salaries."

"In our view the new machinery has in fact contributed to the unsatisfactory nature of the negotiations in the past 12 months. We urge the UGC yet again to use its influence to improve the machinery for restoring the balance between parts of the higher education system with respect to salaries."

The submission goes on to recommend that the UGC supports the demand of a major survey at an early date with a view to removing the anomalies within the university system and between universities and other higher education sectors.

The academics ask that the questionnaire be put in good time to allow proper planning. They also urge the UGC to publish the criteria that form the basis of the allocation.

Discussions of university finance could then be based on full information and the need to make the production of each university's questionnaire more productive and less time consuming for senior staff and administrators.

The major, but avoidable, difficulty in the questionnaire survey was the time taken in the production of a questionnaire of each new questionnaire.

Assurance given on range of ILEA college courses

by John Ross

The range of courses in Inner London Education Authority colleges will continue to grow in spite of the economic situation, said Mr John Ross, ILEA Senior Assistant Education Officer, said in last week's ILEA magazine *Contact*, writing on the reshaping of further and higher education.

Over the past few years ILEA's rationalisation plan has led to the disappearance of the traditional colleges, general and commercial colleges, and colleges of further education, and the emergence of a new group of polytechnic colleges. The number of colleges has fallen from 54 to 35, and the categories of college from seven to five.

Mr Ross related these changes to the development of the polytechnics and the re-organization of teacher training. He said: "The difficulties will lie not in the response of the colleges to perceived or anticipated needs, but in the resource constraints that the economic climate will impose."

"The authority's expenditure on further and higher education is nonetheless very substantial, and although some re-allocation of resources may be essential for example the pruning of courses which are poorly subscribed or which are not of high priority—the range of provision will continue to grow and be adapted to meet new needs."

Fewer university academics

The number of academic staff in universities declined last year although total student numbers increased by nearly 5 per cent, according to figures released by the University Grants Committee recently.

Last term there were 30,335 academic staff in universities in Great Britain, nearly 100 fewer than in 1974-75. Numbers of professors and senior lecturers grew slightly.

The provisional total for both

undergraduates and postgraduates last term was 263,330, including 50,200 overseas students. The number of overseas students increased from 10.6 per cent of total students in 1974-75 to 11.5 per cent in 1975-76.

Both undergraduates and postgraduate numbers have increased since last year. Last term there were nearly 50,000 postgraduates, making up about 23 per cent of total students.

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A petition has been organised and is being sent to trades councils, universities and polytechnics throughout the country and a new situation is being made by Mr Litterick to Mr Powell, Minister of State for Higher Education.

The college, one of only six similar adult education colleges in the country, present time has been closed for a year and a half, but there are growing fears that the full-time courses will be shelved completely.

Mr Litterick told *The Times* this week that he feared the future of the Piffroft tutors was at risk now that no ward had come from Mr Mulley. Unless a decision about the college was made soon interviews could not go ahead for the 1976 intake of full-time students.

He called for the introduction of democratic self-government at Piffroft and said that the Save Piffroft Campaign would be prepared to press the trade unions, which provided the numbers of the students in the past, to "black

the college."

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Campaign urges Zambia detainees' release

by Sue Reid

An international campaign is being launched to win the release of five foreign lecturers detained under Zambia's state of emergency.

The five, who include Dr Lionel Cliffe, of Sheffield, are being held in solitary confinement for questioning about their alleged sympathies with the new government of Angola.

The University of Zambia was closed last month following student demonstrations in favour of the Angolan government, which is not yet recognized by Zambia.

Dr Cliffe, a senior member of the School of Social Development Studies at the university and a former visiting fellow at Sussex University, was detained under a temporary detention order following the demonstrations. He has now been made the subject of a presidential order under which he can be held indefinitely without trial.

His colleagues, who include two Dutch engineers, a South African and an Italian, were detained following Dr Cliffe's detention. They are being held, as yet on a temporary basis, alongside 17 students who are claimed to have taken a pro-MPLA stance during the demonstrations.

New academics in Britain, Sweden, Holland, the United States

and Canada, are planning to campaign for the lecturers' freedom.

Professor John Griffiths, professor of public law at London University and secretary of the Council of Academic Freedom and Democracy, has already made a direct appeal to the vice-chancellor at the University of Zambia calling for the five detained academics to be treated with fairness in line with internationally recognized standards.

Plans are also going ahead for an international petition and campaign fund.

An appeal is to be made to the British Government asking for its intervention, particularly in the case of Dr Cliffe, and MPs are to be lobbied on a country-wide basis.

The plight of the five lecturers is of particular concern because no charges have been brought and under Zambia's detention laws the five men could be held indefinitely without trial. There are allegations that both Dr Cliffe, and the South African, Mr Robert Melton, have been interrogated for long periods while in solitary confinement.

Dr Cliffe returned to Britain from Tanzania in 1972 to become a visiting fellow at the Institute of Development Studies at Sussex University. Last year he returned to Africa to take up the post at the University of Zambia.

Letter page 19

Anti-cuts protests disrupt openings

by Stephen Pile

Students protesting against the education cuts kept up a continuous chant throughout the opening of the new library at University College, Cardiff last week.

Outside the building about 30 protesters demanding "more books" to fill empty shelves "pounded on the library windows as the Lord Chancellor and college president, Lord Elwyn-Jones, performed the opening ceremony.

Likening it to the following day's rugby international, he said he could not understand the students' unhelpfulness: "Those who are protesting against empty shelves should rejoice at the prospect that they will provide more space for books."

"It may well be that the authors of those books might be outside shouting at this very moment," he said.

Speaking above the disturbance he said the new main library's aim was to be the centre and headquarters of the college's library system. It would eventually house half a million books, mostly on open-access shelves.

The new four-storey building, in use since last August, cost just over £1m to erect. Design work started in 1972 and the contract was signed in 1973. It will be able to accommodate 600 readers and 50 staff.

Mounting pressure on space forced the move away from the old main library which will now be used as the college's pure and preclinical sciences library.

The building contains a bookshop, a laundrette and a "buxar".

The new five-acre Corbett Road site will enable the building to be extended when the University College reaches its target of 10,000 students by the late 1990s.

It will cater for the library needs of the faculties of arts and of social and economic studies, for the equivalent sections of the University of Wales Institute of Science and Technology and for the law school.

Students at Hull University last week disrupted a visit by Mr Roy Hattersley, Minister of State at the Foreign and Commonwealth Office, to open a new £1m student union building.



The librarian of University College, Cardiff, Mr R. J. Bates (left) takes Lord Elwyn-Jones on a tour of the new premises.

Mr Hattersley, a Hull graduate, had to be smuggled through a back entrance to avoid a crowd of about 200 students who were demonstrating against education cuts. The students were also objecting to the name of the building, University House; they wanted named "Tolvo House" after Herman Tolvo, an honorary president of the union and a politician in South Africa.

The building contains a bookshop, a laundrette and a "buxar".

Collaborate for best biochemical research SRC says

by John Ross

Closer collaboration between engineering and biological disciplines is needed for the advance of biochemical engineering research, the Science Research Council recommended last week.

A survey of biochemical engineering as an area potentially worthy of special support was commissioned jointly by the SRC's chemical engineering and technology committee and the Institution of Chemical Engineers. Both sponsoring bodies have endorsed its recommendations.

Biochemical engineering concerns the exploitation of living organisms which carry out useful functions as part of their natural function. Biochemical processes are used in sewage treatment, food processing, the brewing and dairy industries and the manufacture of drugs.

The survey report listed areas of research which should be specifically encouraged, such as the control of immobilized enzyme reactors, large-scale protein separation and purification processes, food processing and waste treatment.

It called for biochemical data to be made more easily available. "Biochemical engineering research would be more relevant to industry if there was a greater willingness to share data to make more information available."

The report also recommended that all undergraduate chemical engineers should be made aware of biochemical and biological principles.

The survey was carried out by Mr A. N. Emery of Birmingham University, chemical engineering department, an industrial research fellow of the Institution of Chemical Engineers.

Copies of the report *Biochemical Engineering* can be obtained free of charge from the Science Research Council, State House, High Holborn, London, WC1.

Scots principal supports present UGC system

by David Walker

The University Grants Committee could act as an advisory body to a future Scottish Minister of Education, Mr James Dreyer, principal of Dundee University, has suggested in his annual report.

He argued strongly in favour of the UGC connexion, calling it "the best system of university administration in the world". But adding that the UGC could fit in easily with the Scottish Assembly. A separate UGC for Scotland would involve expensive duplication of staff and would have difficulties relating with the research community.

Mr Dreyer was concerned about the split between universities and other institutions.

"In common with other members of the Robbins Committee I was dismayed by the introduction of the so-called binary system. In Scotland our central institutions collaborate increasingly with the universities in work for joint degrees and they do some excellent research. I should welcome them into the autonomous sector of higher education," he said.

He also welcomed the fact that Dundee's financial problems, common with all other universities, had been frozen except for medical and dental subjects, in the new extension and coping with our share of the economic cut-backs. And I talk about the organization of the catering and household staff, and how best to maintain efficiency.

Special grooming in captive marmosets is the subject of a talk to be given in mid-March by Alison Woodcock to the behaviour discussion group. Alison and the marmosets live in psychology, where I visit them after an early lunch.

Both were introduced there, although on different occasions, by Hilary Box, a psychology lecturer who has also drawn me in because of our shared interests in comfort movements and communication.

To put me in the marmoset picture, which is quite different from the one I am used to with my own experimental animals, hearing gulls, Alison has written a short progress report, with a glossary of marmoset terminology, together with descriptions of the several marmoset grooming invitation postures.

For a variety of reasons, working on primate behaviour can be rather tedious. However, the animals, including a female baby, which only young offspring, reward half an

"When it comes to other level of education, the problem is much more difficult. It appears quite reasonable to suggest that teaching for sixth-formers and undergraduates should be related, but to jump from this to an arrangement which would put the running of nurse schools and research into nuclear physics under the same management is to stray into the absurd."

"Teachers at secondary schools and universities should, and increasingly do, consult and collaborate. There are no administrative boundaries within the present system which prevent this from happening."

Mr Dreyer went on to detail Dundee's financial problems, common with all other universities. Posts had been frozen except for medical and dental subjects, in the new extension and coping with our share of the economic cut-backs. And I talk about the organization of the catering and household staff, and how best to maintain efficiency.

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"Teachers at secondary schools and universities should, and increasingly do, consult and collaborate. There are no administrative boundaries within the present system which prevent this from happening."

Don's diary

Wednesday

Each day in Mansfield Hall begins with the arrival of the internal post, bringing the usual assortment of accounts, memos and circulars to keep the wheels turning, or sometimes even hold them up a little.

Also included today are the minutes of the last hall committee meeting. The serious financial situation in which universities are generally find themselves greatly influenced our discussions about the halls system, and Mansfield in particular.

Reflecting this, the minutes note that the Halls Corporation Board of Management, the body responsible for the financial administration of the residence system, has continued to be busy, having set up a management sub-committee which meets with greater frequency than its parent. Its obvious aim is to increase revenue control.

Other items fall into two categories, the one comprising hall control of accounts and estimates, the other concerned with the problems associated with our rapid growth. During the summer vacation we had opened a new extension of 120 student study bedrooms, and doubled up some of the larger rooms in the old, Victorian buildings to increase our student intake.

The greater part of the morning is filled by marking part of the assessment of the second year biology of behaviour course, given jointly by the departments of zoology and psychology, and interviewing UCCA applicants for the zoology/psychology degree.

The afternoon's staff meeting has been brought forward from 2.30 to 2.00 pm, hardly surprising, with a 2 x A4 agenda. Postgraduate education, a provocative topic, reveals in argument and counter-argument many shades of strong feeling. A radical of the training scheme is commissioned.

Undergraduate admissions restore the calm, for here the news is quietly encouraging, since against the run of applications for the country as a whole, our applications are up on last year. It seems the UCCA open days may be working well.

The 1976-77 third year teaching stimulates a flurry of comment and eventually agreement, with the result that a reshaped final programme is hammered out, quite a triumph, although it is late by the time we finish.

I leave hall, and up at the park browse through back copies of *Nature* in the SCR until almost 2 o'clock, when in the lab, by way of contrast, this week's practical investigations depth perception using the visual cliff.

We read about hooded rats, adult quail and a seven-month old human baby. The methodological problems require a bit of thought and class discussion of the treatments and measures to be used before the collection of any data.

We start the experiments. The hooded rats cause a deal of eye widening and stifled gasping as they seemingly casually stroll over the apparent precipice, the quail eventually flutter over an actual cliff formed by the edge of the apparatus, and the baby resolutely fails to respond.

Slowly our story emerges. We relate the results to what is relevant to the animals, to what in the "natural" situation and at that particular time in their life history they would be expected to find and hence be able to deal with. Each of the three species has its own behavioural mechanisms, which in themselves are merely a part of the whole gamut of biological means for achieving optimal fitness, for the sake of the species survival.

In the light of recent policies on universities the erosion of both complexity and the erosion of the real purchasing power of LEA grants and with at best no sign for future optimism, perhaps this has been so far the most worthwhile exercise of all.

Gillian Thompson

Dr Thompson is in the department of zoology at Reading University, and is warden of Mansfield Hall.

Friday

Friday mornings and Tuesday afternoons are warden's surgery hours, and on the former the president of the JCR calls for our weekly meeting. Here we raise matters of mutual interest, like the impending JCR elections, contributions to the hall library fund by both students and the Halls Corporation, and noise—the bane of the year.

After his visit we make a start on the allocation of hall places for next session. Following a recent decision of the committee of deans that admissions should be directly related to the amount of available accommodation we have just been assigned our quota of first year undergraduate and postgraduate students. These weeks ago we circulated residence request forms to our present JCR and their returns show that it will be a fairly tight squeeze.

Eight storeys up on the roof of the zoology tower, I round off the work with the gulls, a fully mature, hand-raised pair, who have freshly completed their head moult from the grey speckles of the winter to the white of spring. It's a good omen.

The main task of the morning is to work up the figures and arguments for JCR communal facilities. During the term the students had obtained details of the public rooms of the other halls, and the data tell a clear enough story, which by afternoon I recast to the Bursar.

Last year, as a small hall, Mansfield had adequate but not over-generous communal facilities. Since then we have grown to twice the size so that, quite naturally, with only one large hall, the communal facilities are inadequate. We have to provide some. The JCR background are competent to judge "needs no more of a rector than that I am a person with a literary background and that those issues of the *New Review* I have seen are good-colourism stuff. Nothing has given me any cause to revise the judgment that offended Mr Porter, that the *New Review* is a sort of gift by the Arts Council to Pseudo Corner."

The more interesting assumption of Mr James is that the judgments of him and his friends are established as true for no better reason than that it is they who have made them and that thanks to the Arts Council they are in a position to give them currency. Mr James's letter ended:

"If you are sincere about asking for additional information on the Dispersal to the Arts Council, I will take on needs to be geared to a level compatible with maximizing profits for that part of the year. By following earlier precedent, the year would be divided into two periods, the first would be the year of the primary term time operation, and hence keep down as far as possible the fees charged to students."

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financially increasingly hard-pressed, with the inevitable repercussions.

John Delius phones. Since the days in Oxford when I was his first postgraduate student, through his lectureship in Durham to his professorship at Durham we have managed most summers to collaborate on a colour vision. So far the work has been on gulls, and is therefore strongly seasonal, as the gull babies' hatching peaks in the second half of May and June.

This year will be different. With his new laboratory Juan has both equipment problems and a heavy summer teaching load, while I am anxious to film the parental behaviour of my hand-raised gulls here in Reading. For the past two seasons they have attempted unsuccessfully to rear a brood, but this year looks more hopeful since they improve each time.

Simultaneously, I should like to test more adequately the pecking response of incubator-hatched herring gull chicks to coloured stimuli. Since these chicks are now being reared in the hall, work on gulls out of the question this time, we shall have to postpone things for a while, then perform pilot experiments with suitable alternative species to try out our most recent ideas.

We plan how we shall tackle these problems and, indeed, even my going away at all will require some organization.

Post and phone calls yield the following news: the order for the border planting around the new extension has been placed, there are seats for three Mansfield students on the honorary degree congregation on March 17 to celebrate the fiftieth anniversary of the granting of the charter of the university, we need more keys for the extension, the library opening times for the winter term are available, high table is missing, the bar stewards' rota is not yet completed, and the bar will not, after all, be a station in the bear race, in which incidentally, Mansfield last year came both first and second.

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Nationalized writing is not necessarily art



IAN ROBINSON

Mr Auberon Waugh's recent demand (Spectator, January 10) that the Literature Department of the Arts Council should be closed down deserves serious attention.

When I mentioned the matter to a friend, a fellow writer, I was told that there is no such thing as a poet without readers, and that therefore recognition is an essential part of the routine of literature, a writer in the *New Review* said: "I know what I was talking about. (This was Mr Peter Porter, a poet whose own work has received the peculiar recognition of being made an A-level set text.)"

But what if a writer could not exist without Arts Council subsidy, and it dawned on me that subsidy is replacing what I had taken to be a necessary condition for literature. A writer nowadays may look for readers, the old-fashioned way, or alternatively he may do without readers and look instead for support out of the taxes.

If we were revelling in a glorious effluence of imaginative creation, if state patronage were a seed bringing forth a hundredfold in wonderful works of art and thought, it would no doubt seem grudging to let to Arts Council subsidy. It is naturally suspect something more interesting than an accident when all the larger subsidized magazines are as dead as a doornail.

On the *New Review* because it seems to have got the hang of the system better than older magazines still suffering, as from a hangover, from the welfare state. The *New Review* holds anything like a reading public in conscious contempt.

For instance, one of its leading lights, the writer of pop lyrics, wrote a letter to *Private Eye* quite sublimely contemptuous of all judgement not subsidised by the Arts Council, and not proceeding from his own clique. As to the *New Review*, its contents, only people with a literary background are competent to judge "needs no more of a rector than that I am a person with a literary background and that those issues of the *New Review* I have seen are good-colourism stuff. Nothing has given me any cause to revise the judgment that offended Mr Porter, that the *New Review* is a sort of gift by the Arts Council to Pseudo Corner."

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offers itself to judgment. The effect of the huge subsidy is that it has no need to think.

I know, of course, that there are plenty of other and more commercial ways of avoiding the tedious labour of thought. But I don't believe, for instance, that Mr Porter would have offered his particular kind of fecundity of argument in a less coterie-oriented magazine. One part of his case was that nobody can be a critic unless he has published works of art, a fallacy demolished by Johnson 200 years ago. To show a critic is bad I need not be able to make a better one.

In the quite recent days when English literature was still alive, authors knew they must communicate with readers, even when the public let them down, as in the cases of Henry James, D. H. Lawrence or Joseph Conrad.

It was Conrad who wrote of the reception of one of his creations: "The play was duly produced, and an exceptionally intelligent audience listened to it coldly off the boards. It ceased to exist. It was a fair and open execution. But having survived the freezing atmosphere of that auditorium I continued to exist, labouring under no sense of wrong. I was not pleased, but I was content. I was content to accept the verdict of a free and independent public, judging after its own lights the work of its free, independent and conscientious servant—the artist. Only thus can the dignity of artistic servitude be preserved—not to speak of the bare existence of the artist and the self-respect of the man."

In his last sentence Conrad is talking about the logic of art, of the conditions necessary for its existence, denied by subsidies to coterie writing.

To mention a yet more surprising instance: there is now an organization called the New Fiction Society set up, says its circular, by the National Book League at the request of the Arts Council—a request, of course, not unaccompanied by financial inducement.

The surprising thing is that the NFS does not even try to make serious pretensions to having any connection with art. It is a perfectly ordinary middlebrow-fiction book club.

The *New Fiction Society Magazine* obligingly gives space to the fiction and usually saves one's time, having read the specimen pages I know I can safely ignore the praises by Claire Tomalin, Professor Kermode and the rest about the brilliant, wit, opulent, extraordinary, crackling writing, etc., and that it is the usual stuff.

As well as over-pretentious new-comers, the society publishes well-established authors, even those household names who, in October, 1975, they were offering works by Lawrence Durrell, Muriel Spark, Doris Lessing and Malcolm Bradbury, as well as a special offer of signed copies of *Private Eye* to the Arts Council. V. S. Naipaul, Margaret Drabble and others.

Now in my view *Amis* and *Muriel Spark* are talented writers, whatever they have made of the Arts Council, and V. S. Naipaul, a solidly talented, and a good writer, also, I have had many a good read out of his *Murder*, though I gave her up when I could no longer distinguish her stuff from *Women's Own*. All I wonder is why these writers, having made considerable success in the market, also need the helping hand of the Arts Council.

I conclude that, apart from possible lucky accidents, the Arts Council's interference in the novel market does not do good but just pushes things the way they are going anyway.

In the same *New Fiction Society Magazine* there was one interesting article by a novelist who had tried to publish himself. He quoted one of the magazine's editorials: "Publishers of fiction . . . at the often bitter cost of their own prosperity, simply do not let young novelists of any promise slip through their fingers."

I know by editorial experience that this is untrue. It would not be difficult to run a very good fiction magazine written entirely by authors who cannot get commercially published.

But if the editorial were right, that conceivable justification could there be for Arts Council subsidy? If the system works why not leave these alone, benevolent and enlightened publishers alone?

Actually, the system is in an all but desperate plight because it lacks the true judgment from publishers and reviewers. But if literature is to survive, if works of literature are to be freely created, published and judged, there is no alternative to making "the system" work. The best thing the Arts Council can do for it is to leave it alone.

East Anglia, third in our 'New Universities' series, has succeeded in maintaining a highly innovative academic pattern but at the cost of strains and stresses resulting from its concentrated city-style living

One of the chief aims of the founding fathers of the University of East Anglia was to create an institution that would be educationally coherent. "The informing spirit of all work," wrote the vice-chancellor, Frank Thistlethwaite, as the university opened, "should be recognizably East Anglian."

So the university was built to house a tight community in an approximate semi-circle with a radius of not more than five miles, slow walking time. Departments, colleges, even halls of residence were consciously rejected. As the vice-chancellor explained in 1963, the university was planned "as a single conception" and conceived "not as a series of disparate buildings, but as one integrated complex" in which the need for separate hothouses would disappear because it would be "simply a collegio writ large".

The only significant academic and social units were to be the multi-disciplinary schools of study, roughly on the model of those already founded at Sussex. (Not surprisingly, perhaps, since the chairman of UEA's academic planning board, Dr C. Wilson, had been a member of Sussex's board, just as another East Anglian planner, Noel Anson, was to become chairman of the Essex board. A diagram of the ancestral trees of the new universities would look much like that of pre-First World War European monarchies.)

There were to be distinctive East Anglian ways of teaching and examining: seminars of 12 to 20 students (echoing the experience of American higher education among many of the founders, including the vice-chancellor) and marks for course work that would count for half the final assessment.

Add all this to East Anglia's geographical isolation, at the end of a railway line more than 50 miles from the nearest fellow university (Cambridge), and to its faint sense of grievance at following Sussex and therefore missing out on the Sunday supplement glamour, and you have a university that is highly self-conscious and self-critical.

Visiting UEA is a bit like visiting a new town: strange, glass and concrete predominates, there is perpetual talk of "identity" problems, an ill-defined sense of unachieved aspirations, an apprehension that the inhabitants might suddenly go berserk and smash the place to pieces, a propensity to blame everything on the planned environment, so that a second-year student missing a seminar because of flu becomes a symptom of communal malaise.

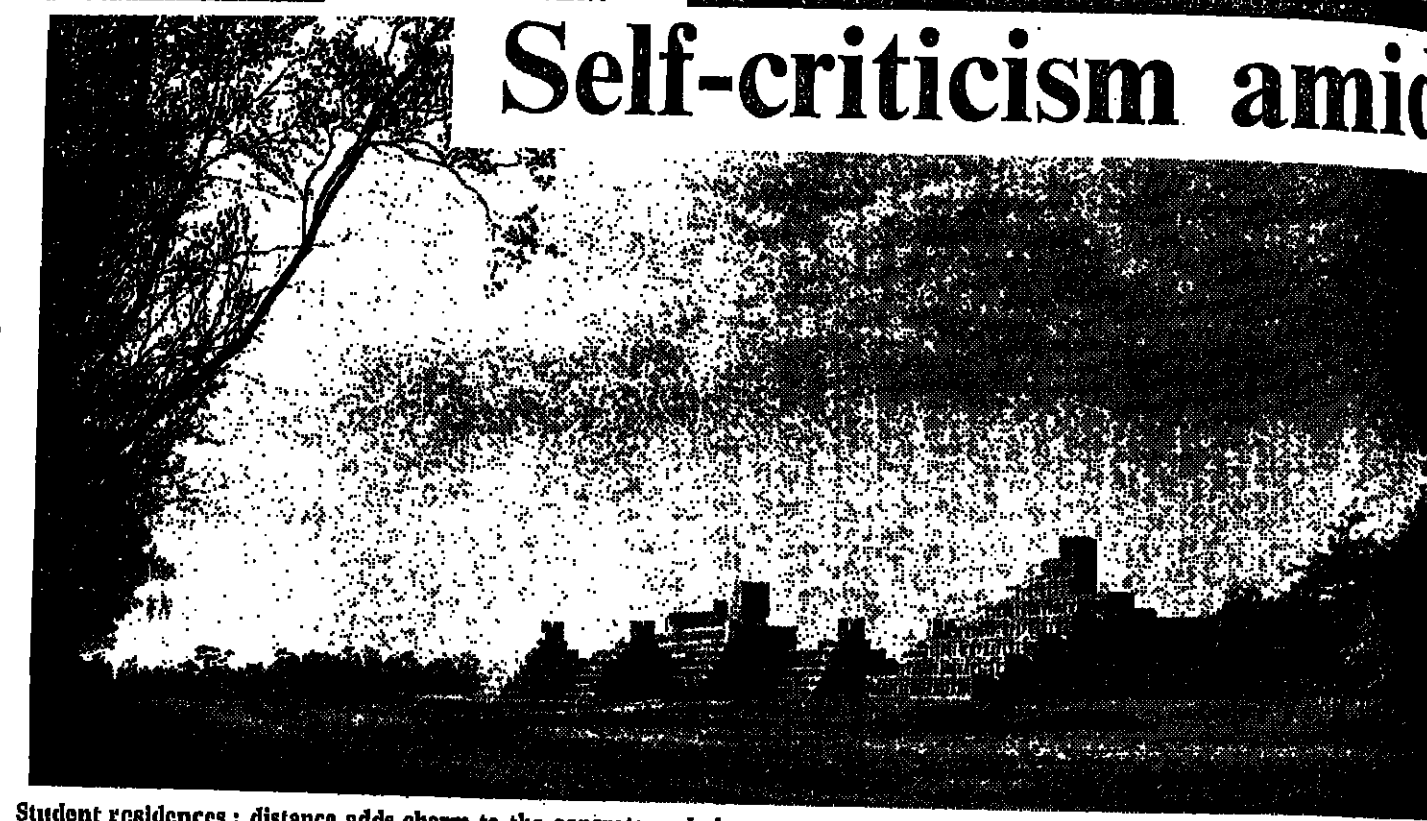
In *The History Man*, the recent novel by Malcolm Bradbury, East Anglia's professor of American literature, the new University of Watermouth is described as having "the worn, public look of a place that has seen much and is used by everybody, and belongs to nobody", and, in another passage, as "one of those dominant modern environments of multifunctionality that modern man creates: close, it is down as a university... and you could open it again like a factory, a prison, a shopping precinct." The novel's central figure, a Watermouth sociology lecturer, is writing a book announcing the abolition of privacy. There is not much privacy at UEA either: the plate-glass coffee bar known as "the golden bowl" opposite the arts building could serve as the spiritual as well as the physical centre of the university.

Seventy per cent of the students live in university accommodation, of which just a small proportion is in converted houses in Norwich. The rest is divided into four massive units: 600 live in an old RAF camp at Fittera Lane, about five miles from the university, where there is said to be a thriving "community spirit" based on the bar, which can become too robust for some students; the other 1,500 live on the edge of the university campus (within the five minutes slow walk) in either the Norfolk and Suffolk Terraces or the Waveney Terrace.

The contrast between them illustrates perfectly the most overwhelming problem of new university development in the past decade: the declining availability of funds. The Norfolk and Suffolk Terraces, built in the early days of relative affluence, embody the planners' answer to the anticipated problems of mass living.

The blocks are built on the "stratonic" principle, grouping a dozen study bedrooms, with their own front door, round communal washrooms and kitchens. In some cases, of course, the student groups fall to fall, but frequently there is a strong sense of intimacy and some groups rent or buy a communal television.

Waveney, built in a later, financially harsher period, is described in the current student handbook as a "student disposal unit", in which the voices of John, a narrow



Student residences: distance adds charm to the concrete and glass.

corridors and rooms dominated by strip lighting, grey blocks and bare cement. None of your fancy college names here: you live in C block or F block just as, academically, the UEA student is a member of DEV, FAM, ENV or BIO (abbreviations for the schools of study) rather than a department of literature or music.

In the harsh, urban modernity of UEA, trade unionism flourishes. Over an eighth of the academic staff are estimated to be members of the Association of Scientific, Technical and Managerial Staffs. Campus union leaders call themselves shop stewards and are organized in a joint union negotiating committee.

Though UEA has never undergone prolonged, self-destructive disputes on the lines of those at Warwick, Essex and Lancaster, its most serious frictions, involving the discipline of files allegedly indicating the use of spies and informers, led to the dismissal of student talking about the university being "on the fringe of gang violence", as if it were Chicago or Belfast.

At the same time—and again like a new town—UEA has always had cultural ambitions. It has become a major centre for the creative arts: an excellent School of Fine Arts; Music, a creative writing fellowship taken up by such writers as Anthony Thwaite; two of the best-known contemporary English novelists, Angus Wilson and Malcolm Bradbury, on its staff; and a huge endowment to build a centre for the visual arts to house the E3m Sainsbury art collection.

The stresses and strains of concentrated, city-style living are the price that UEA has paid for considerable success in maintaining its highly innovative academic pattern. If, to some, the city is a form of hell, to others it is a land of limitless opportunities. Those opportunities are based on the cohesion of the schools of study and on the freedom of individual academics and students.

In several ways, UEA's schools are different from those at Sussex. At the outset, they were more independent and exclusively self-sufficient, while quinquennial submissions at Sussex were centralized in a planning committee from the schools. And, while Sussex designed its syllabus round the contextual or common course, taken by all the students in a particular school (and sometimes covering two or more schools), East Anglia has put its money on student choice. Though the regulations tolerate a balance of major and minor subjects, it is left largely to individual students to design their own degree programmes.

One of the most cohesive schools, biological sciences, stands to some extent outside this tradition. It has a highly integrated structure of progressive specialization, with common courses even in the second year.

Its road to success has not been easy. In the very early days its courses and examination requirements are said to have changed almost weekly and there seemed to be a danger of the constituent disciplines—biochemistry, botany, zoology, microbiology, physiology, genetics and biophysics—drifting apart. Now, as the vice-chancellor puts it, "they live in a world of their own" and "firmly refuse to reflect the separate disciplines even in the titles of the schools' professors."

Biological sciences is one of the few schools that has come close to realising Mr Thistlethwaite's hope that they would become "non-residential colleges". Another success is the youngest school, development studies, which broke away from the school of social studies in 1973. All the teaching staff are members of the Overseas Development Group, which

Self-criticism amid

undertakes research, consultancy and training projects throughout Africa, Asia and Latin America, and they have to spend a third of their time away from the university. The undergraduate course is highly integrated and, until the end of the fourth term, all students follow what amounts to a common core, though they have a choice of two out of three courses in the principles of economics, geography and sociology/social anthropology. The school's experience suggests that interdisciplinary teaching works best when there is a background of interdisciplinary, cooperative research.

Five lecturers at the school have worked, since 1973, on a development project in Nepal; they include an economist, an agricultural economist, a human geographer, a sociologist and a social anthropologist. The School of Environmental Sciences has had a similar experience. In the mid-1960s it seemed the boldest of all UEA's experiments in subject groupings and it is the only area of the university where there is a substantial bridge between the natural and social sciences.

Professor Keith Clayton, its founder dean, quotes coastal erosion as an instance of a research area that provides a sound basis for the mixing of disciplines. "It goes all the way from physical sciences to waves through sediment movements to planning aspects of the recreational use of beaches and the cost-benefits of coastal defences," Professor Clayton adds that staff-student relations flourish in environmental sciences "because they work together in nasty conditions on field courses."

Environmental sciences and development economics have other advantages over the rest of the UEA's schools. Lecturers have usually joined them for positive reasons, rather than because it is just another job. They have benefited from geographical isolation in the university village, a sort of cardboard college that was first designed to protect the infant academic community from the noise and inconvenience of buildings on the main campus, about a quarter of a mile away.

Environmental sciences has just moved to the main campus and already students complain that it is too noisy. "It's getting too large," lamented one. "You used to meet everyone outside the pigeonholes."

An academic structure based on schools of study faces three dangers. First, the schools may fragment internally into their component disciplines. Secondly, particular groups may break away, either to set up what amount to single-subject degree courses or to establish their own schools. Thirdly, the schools may become super-departments, with barriers between them that seem even more frustrating to students than the barriers between traditional departments.

The extent and power of subject sectors—nobody can deny to call them departments—has varied between schools. Environmental sciences has none at all. In biological sciences Dr David Wildon, one of the lecturers, said: "The sectors haven't flourished here because we don't have rooms that correspond with subjects. Tutorials aren't given to, say, plant biologists, but to floor two."

The community spirit of the schools' common room has become a UEA legend. "You wouldn't see clichés of zoologists in there," said a lecturer proudly. In European studies, which are still not officially recognized by the university, have black grants for research, travel, visiting lecturers and the purchase of some teaching materials. James McFarlane, professor of European literature, says that looking back, the development of sectors seems inevitable.

"We have had to combine the disciplines of literature, history, philosophy and language, as well as the geographical dimen-

sion of different cultures. It's a complex task, like playing three-dimensional chess. After all, in Redbrick, it is the modern language departments that frequently run up against each other most."

But Professor McFarlane added that the sectors had not yet become a threat to the school's unity and it was too early to say whether they ever would. This emerged as the consensus of university opinion, in all the schools. In social studies, Professor T. P. Hill felt that the vital control retained by the schools was over student admissions.

The second danger—of runaway growth—could be illustrated by the advent this year of a single subject history degree, albeit one that spans economic, social and general history. This development has been anticipated almost from the university's foundation—Michael Beloff's *The Platonic University*, published in 1968, mentioned "certain rebels who want an independent history school."

The new degree will not be independent—students will select courses from each of the schools, English and American and European—and none of UEA's academic leaders regard it as a major defeat. The vice-chancellor (himself an historian) sympathizes with those who pointed out that the nomenclature of history courses disguised the high provision of history courses and prevented the university getting its fair share of history-oriented applicants.

A social studies professor agreed that it was worrying but consoled himself that it was "a small-scale development". Some schools, no doubt, see the historians as naturally disruptive forces. European studies, for example, started off with the idea that every one should have a language A level but the historians insisted that O level only should be demanded of the entrants for their major.

Now, in the final class list, the marks for the main subject and the language are separated, with the latter represented by a letter. "So students don't take the language very seriously," said one lecturer. "An B in language doesn't look nearly as bad as a third in your main subject."

As John Fletcher, professor of comparative literature, put it, "the notion that everyone should be competent at languages—the mid-1960s idea that the language laboratory was the answer to everything—is one of the sacred cows we have had to sacrifice". It would be unfair to blame the historians for the erosion of the School of European Studies ideal. Such a title, in any case, creates

if interdisciplinary schools bring about



Communal breakfast room

the 'new town' concrete

unattainable aspirations, as Sussex, too, has found. Professor McFarlane says that the announcement of his title is greeted by such comments as "and how is the old Bulgarian novel nowadays?"

The survival of most of the original schools is more striking than the few instances of breakthrough movements. The university's four-decade envisaged the schools growing to no more than 300 students each. Mr Thistlethwaite expected, even hoped, that English and American studies (now with over 600 students) would split.

When such a move was rumoured a few years back, the staff responded with a round-robin of protest, and they remain enthusiastic about the school's survival, even though it has had to form a community services committee to cast around for some way of giving it a genuine corporate spirit. True, development studies split off from social studies but, as Mr A. Mackintosh, professor of development economics said, that was partly because, "having a third of our staff overseas made us a ruddy nuisance when it came to planning teaching timetables."

The third problem—of barriers between schools—has been particularly acute at UEA. Professor Clayton remarked, in a paper written for the OECD in 1973, that, to some, "the benefits of the inter-disciplinary school seemed to be less substantial than the difficulties facing an inter-school interdisciplinary programme."

A science lecturer who joined the university in 1972 was impressed then by the insularity of the schools. Shortly afterwards, the science schools introduced a course unit system, described by the vice-chancellor in his annual report for 1973/74 as "one of the most significant innovations that has been introduced since the university was established."

A remarkably similar system was introduced at Southampton at exactly the same time, a pulsing illustration of how, as their first decade drew to a close, the new universities could no longer claim a monopoly of academic adventure.

The system is based on four weekly time-table slots of 10 hours each. The idea is to teach all parts of a course unit in one slot and to avoid having, in the same slot, units that are likely to be combined by students. Professor Norman Cusack, of the school of mathematics and physics, said that the system did not give infinite freedom of choice. "In effect, the student chooses one of several degree programmes."

The opening of a school of computing studies highlighted the need for course units, since students in mathematics and physics, environmental sciences and chemical sciences might want to include computing in their courses.

Despite the technical headaches of time-tabling, which would have been greater without the course units, the system is generally considered a success. But there have always been misgivings in some quarters. Biological sciences remains aloof from the system—officially, we're in it, spiritually not, said a lecturer—preferring to teach its own maths and physics and to preserve its integrated course structure of progressive specialization. And Professor Clayton, in his OECD paper, wrote:

"I am tempted to wonder how long the interdisciplinary school can survive the free choice that seems to be offered by a course unit system... So long as joint courses are in a minority, catering for some special needs on a small enrolment basis... and so long as the mainstream interdisciplinary honours courses keep up their numbers and retain a high status, the schools will survive. But once the present interdisciplinary courses with their freedom of choice are seen as a threat to the school's survival, they will be kept together."

"I find that a sad feature to contemplate; any group of departments can cooperate to provide a course unit system, and in doing it they create at least an opportunity for interdisciplinary work. But if interdisciplinary schools bring about

their own demise in the cause of inter-disciplinary programmes... more is lost than gained."

There is no comparable unit system in the arts side and the continuing difficulties of taking courses outside your own school is a source of frustration to some students, within the arts schools, the tradition is one of extreme eclecticism. Both European studies and social studies have introduced more structure to their courses since the university started but, in English and American, according to Professor Bradbury, the tradition remains "a great deal more liberal than in most American universities".

It is added: "I am excited when I contemplate the range of what we offer; I am also very worried when I think of how the individual can cope."

Student choice, seminar teaching and course work assessment are closely inter-related at East Anglia. The basic pattern, in the arts schools, is that during his honours course the student attends a minimum of 12 seminar courses divided between his major and minor subject in English and American (as terms), and presents for the final assessment 10 out of the 12 marks for essays he has written for the seminars. These count for half the final degree marks; the other half is awarded for performance in an orthodox final examination.

In its best, the system works spectacularly well. Students are doing what really interests them; so are the lecturers. "Instead of hopping around covering areas that I know nothing about," said Professor Bradbury, "I can concentrate on two or three specialist areas so my teaching is much better."

The disadvantage is that some seminars have reached the extreme of specialization; it is doubtful that Dickens or Blake, on their own, should amount to one-twelfth of an undergraduate course and even more doubtful that some students should leave with literature degrees without knowing anything, say, of Milton, Dryden and the metaphysical poets.

The seminar is virtually an article of faith among the arts schools at East Anglia and the visitors frequently get the impression that the courses are there to make the seminars work rather than the other way about. In some ways, it is said, the seminars have become more effective since UEA was founded. "I have seen a number of students who, as students, were not very good at seminars, but as lecturers, they have become very good at them," said one lecturer. "They have learned to teach without knowing anything, say, of Milton, Dryden and the metaphysical poets."

their own demise in the cause of inter-disciplinary programmes... more is lost than gained."

There is no comparable unit system in the arts side and the continuing difficulties of taking courses outside your own school is a source of frustration to some students, within the arts schools, the tradition is one of extreme eclecticism. Both European studies and social studies have introduced more structure to their courses since the university started but, in English and American, according to Professor Bradbury, the tradition remains "a great deal more liberal than in most American universities".

It is added: "I am excited when I contemplate the range of what we offer; I am also very worried when I think of how the individual can cope."

Student choice, seminar teaching and course work assessment are closely inter-related at East Anglia. The basic pattern, in the arts schools, is that during his honours course the student attends a minimum of 12 seminar courses divided between his major and minor subject in English and American (as terms), and presents for the final assessment 10 out of the 12 marks for essays he has written for the seminars. These count for half the final degree marks; the other half is awarded for performance in an orthodox final examination.

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its supposed advantage as a forum for informal, free-flowing discussion; its place in the assessment system and its role as a stimulant of intellectual adventure. Though course marks are given for essays, not for seminar contributions, Professor Fletcher points out that a student who talks well in classes is likely to get a sympathetic reception when the tutor comes to mark his essay.

Dr Alan Smith, an American literature lecturer, said: "You can't improve the seminars much by jiggling around what you do inside them. The power structure of assessment is always there and everyone is aware of it."

Students say that the assessment system, far from decreasing anxiety, diffuses it over a longer period. Towards the end of each semester, the fall duce, the atmosphere at UEA resembles that of a monastery during evening prayers. Some science students, particularly the mathematicians, earn most of their course marks from end of term tests, virtually indistinguishable from ordinary exams, in some ways, those who dislike examinations may be worse off at UEA.

It is possible to take a term off and attend no seminars at all, as long as you have attended 12 at the end of the honours course, and have 10 marks in present. (Some students are said to persuade friendly lecturers to give them two full marks for seminars they haven't attended.)

It is possible, too, to sign up for seminars and drop out if they don't suit you. But, as one lecturer pointed out, "students who withdraw from seminars because they couldn't keep up with the work can end up having to attend in their last two or three terms."

The burden of ensuring that students have a coherent, intellectually satisfying experience from their three years at UEA falls on the academic advice system. Dr Smith doubted that this was always adequate: "We each have 15 students, they aren't necessarily people we are teaching and so we perhaps don't know them that well." There is a growing feeling in English and American that will have to follow the other schools and, as Dr Smith put it, "organize more paths through the thickets of courses."

Yet many lecturers also think there is a need to protect the seminar from what one of them has called "the demon of coverage". The seminars are not supposed to cover the work that is examined in orthodox finals. Students are expected to master the examination syllabus through background reading and attending lectures. Frequently, they do nothing of the kind and prepare the answer for the final examination by rapid consumption of pocket guides to Shakespeare, Milton, Wordsworth, and so on.

The students say that the pressures of the seminars and of accumulating course marks through them works against the longer perspective that is needed for finals preparation. Some lecturers reply that the system has fallen foul of the nine-to-five, Monday-to-Friday attitudes of the modern student.

These are the sort of problems that a working party, under Professor Fletcher's chairmanship, is now considering. Self-criticism, re-examination, adjustment are perpetual at East Anglia. Fuelled by its democratic traditions, committees proliferate. Almost everyone I had arranged to see had just been to a committee, or was about to

go to one, or was simply not there at the appointed time because, as UEA secretaries put it, with utter finality, "there is a committee meeting". The only lecturer I met who did not attend committee meetings appeared to believe that this disqualification on the university.

The burden of committees is a universal complaint at UEA, as is the feeling that the democratic forms abstract determined and effective action. "We have more committees than is consistent with nimbleness," was one professor's view but, as several lecturers pointed out, an attempt to by-pass the organs of democracy at this late stage could only lead to rebellion.

UEA was, perhaps, the boldest of all the new universities in its departure from the accepted patterns of English higher education. Even Sussex, at the outset, stuck to the conventional final assessment and based most of its teaching on Oxford-style tutorial and trusted tutorial. UEA cannot, therefore, be expected to have achieved any permanency of form within its short history. To judge a success or a failure is entirely meaningless. UEA's motto is "De Different". That could be taken as an injunction not only to the university as a corporate body but to individual staff and students. For the past decade, its most outstanding characteristic has been the freedom accorded to its members to pursue their own academic interests. The next few years are a time for consolidation—and not just because funds are shrinking.

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THE NEW UNIVERSITIES



Peter Wilby

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A la recherche du temps perdu—1970s style

An absorbing series this and BBC 2 is to be congratulated on its imagination both for commissioning it and for orchestrating its publicity. For the author to have such a large say in the direction of each episode may not be unprecedented, but it is still commendable, for the vision here is so clearly a personal one.

The transmutation of experience into art, of individuals into characters or types, is not as simple a matter as exegetes of D. H. Lawrence, or Somerset Maugham for that matter, might lead us to believe.

The proper choice of actors and the sensitive handling of their roles were obviously crucial. In a glittering cast I would single out particularly Tom Conti as Adam Morris, Angela Down as Joyce Hadleigh, Eric Porter as Sir David, and Dinsdale Landon as Gavin Pope.

The plots of the individual dramas are of course imaginatively varied. But the theme that asserts itself in the later stories is that as many problems as have been achieved or rejected the Glittering Prizes as face those who aspire to them. Not a new tale, but one well told.

Some of the themes are now of historical concern only. The obsession with sex, natural enough in a university with a male-female ratio of eight to one and highly restrictive college rules, is cleverly depicted, although I suspect that here as in the earlier series involving condoms and such things did not arise.

Sex in the earlier plays is therefore somewhat more romantic than the reality, but "young men think it is and we were young". Viewers of a later and more practical generation may find this aspect somewhat quaint, but it is the quaintness of history, not the dramatist's vision.

The realistic parody of the fifties is similarly well presented. Wittgenstein, not Marx nor Mao, provides the catch phrases. Even the anti-Semitism that figures in some of the earlier episodes is of the polite-bourgeois, public-school kind. Its ideological implications are noted firmly in the past rather than in the future towards which the episode plot moves.

The symbolism invoked is that of the SS or the BUF, not the PLO. The shadow cast by Oswald Mosley, not Yasser Arafat.

John Sullivan reviews the BBC production of Frederic Raphael's plays *The Glittering Prizes*

even though St David's Hotel and the exploits of Irvin Yzvi Leumi had been almost as familiar to that generation of undergraduates as Heineken and Dorniers.

So anyone would have said until the sixties episode, when, in 1976, Yasser Arafat, enter, in a witty, even moving, lecture given by the protagonist to an audience of uncomprehending Jewish émigrés.

The racial prejudices of the sixties are lightly touched on as are the student origins of the late sixties and early seventies and the feminist movement. Here one or two less convincing notes are struck.

In episode five it seems somewhat unlikely that an academic of lower class origins who returns from the US (in the seventies and with a black wife!) would be at all disturbed by the minimally radical rhetoric of a student at one of the new universities.

Mid-west academia cannot boast of San Francisco State, Berkeley or even Princeton, but Kent State after all, is in Ohio. Campus disorder and brutal administrative reaction (with some honourable exceptions such as Yale) were phenomena that stood at the forefront of the piece of professional armour. The archaic discussions with the principal over the acceptance of talented money would have been small beer indeed to a Bill Browne.

Again, in the same episode, the geological university lecturer, Gavin Pope (brilliantly played, given the difficulty of the scientific role, by Landon) exemplifies too neatly the sexist myth that deep down many women prefer brutal and insulting drunkenness with hang-overs to less colourful males, and so are ready to fall into their fingers like overripe blackberries.

This is true I think, to Raphael's dramatic fondness for parody, or reversal, appropriate enough to a playwright-naturalist-on-Greek-tragedy. The sage of Joyce Hadleigh and Barbara Ransome (episodes two and four), who swap

financés at a May Ball, illustrates this further.

Barbara, the permissive hustler, is abandoned by the unambitious Dan Bradley in favour of the pregnant and idealistic Joyce. Alan Parks, the ambitious and unscrupulous aspirant from the Cambridge theatre world to the glittering prizes that are backed by London (not fairy) gold takes on Barbara.

A decade later a surprise visit by the Parks to their old friends and lovers exposes a Barbara dutifully devoted to a handicapped child and a Joyce who is tired of her dull poverty and renunciation and willing to yield to the advances of the still cynical Parks in exchange for a job on the telly.

A shade too neat perhaps, although the final scene seems wrought out of Peckinpah, when the frustrated Dan fires a shotgun at the televised image of his wife.

Such coups de ciné are not infrequent. Another example is the tortured chickens of the demented fascist (Stephen Taylor) of episode three. The cutting back and forth between the many different lives and ambitions portrayed in the stories is more typical of American film technique than the slower plot evolution one is accustomed to in English television dramas.

But it is equally effective and the handling of such complex interrelations was done with responsibility. I suspect, without the author's script-writing experience and the directors' ability to translate that technique to the smaller screen.

The Common Viewer, after episode five, is frustrated just the cynicism, and, at times, the downright cruelty of the hero to maids as well as his nearest and dearest, may be forgiven for preferring the kindly grunts, the pacifying or restraining remarks of that younger generation.

Tom Morris (played with excellent restraint by Luke Crampton) is all too briefly shown as a touchstone of humanity and common sense, by which to judge the con- tradictory and reliable passions of his older, much as Shakespeare uses Emilia in *Othello*.

We could have spared, for more exploitation of this moral centre, the overlong scene with the ex-BBC man, who borrows money and who is ready to make her clothes off in public at the pat of a wallet. The connexion of vanity, publicity



The way we were then? Adam Morris and Simon Cadell as Cambridge undergraduates in the early 1950s.

and sex had been already well established in earlier episodes. One had to wait for the final episode to evaluate the portrayal of the protagonist, Adam Morris. Viewers who thought he was too good to be true, despite his sarcastic wit, his modish philosophy, and an important disrespect for his parents and family background, were to be abruptly roused from their cynical slumbers.

In previous episodes he had been the abused, the exploited, the impatient scapegoat, still sneering through, as it were, the slings and arrows of outrageous but predictable Fortune. But he too was to be shown as the missionary of the message—another parody. The photograph of the pathetic little child by a barrier comes out far faster than a few days in an old and despairing friend. And I loved for myself alone? The strip-

ping of the mask in the sixth episode is indeed extraordinarily done, although this segment is the drama of some of the end plays.

The self-criticism of Adam Morris is perhaps now overstressed to compensate for the self-love diffused through the earlier stories. Plunge for a dying friend seems more laudable than a cynical battle for a cuckolded husband.

But, however one's 20s and 40s, if Henry Reed will not there lies a lot of dead ground between poverty and riches as lies, as Adam's fraternal account hints, the waves of *Le Manche*. Just what is the equivalent of television of "I couldn't put it down"? Anyway, I could not let it off.

The author is visiting professor at Clare Hall, Cambridge.

David Walker looks at the work of Edinburgh University's Tourism and Recreation Research Unit

One man's holiday is another man's research

If you are going touring in Scotland the chances are you may well be stopped by a researcher from the Tourism and Recreation Research Unit at Edinburgh University.

Based in the department of geography and headed by Professor J. T. Coppock, the research unit has established itself as the first port of call for Scottish government bodies seeking information about tourism and leisure. It is a major influence in this field which stretches across academic boundaries from geography to planning into sociology, agriculture and systems analysis.

Stopping cars as they entered or left Scotland or big city areas has been only aspect of the unit's work. It has studied the impact of tourism on particular areas, such as Tayside, and made detailed surveys of recreation facilities—hotels, camping sites parks—in the regions. But this work, which has mostly been done on contract for bodies such as the Countryside Commission for Scotland, is not the sum total of the unit's activity.

Professor Coppock, who is only the second geographer ever to become a Fellow of the British Academy, emphasizes that a part of the unit's work must be strictly academic. "We have always tried to retain the right of publication of material ourselves in the form of books or articles. When under contract we must clearly satisfy the client, but we reserve the right to use material for academic purposes."

A recent academic book by Professor Coppock and the unit's research director, Brian Duffield, illustrates this. *Recreation in the Countryside: A spatial analysis* draws widely on the unit's experience.

For all the unit's success, it seems to both Professor Coppock and the staff—who depend solely on money from contracts or projects financed by the Social Science

Research Council—that its existence raises massive problems about the place of policy research in the university. The unit hangs on to Edinburgh University by a thread and the fact that the geography department has appointed few new staff in recent years and so has spare rooms.

Concentrated research in the area started at Edinburgh in the late 1960s. Professor Coppock himself had been interested in recreation and land use since the 1950s but the starting point was a research grant from the Natural Environment Research Council which tied in with a £2,000 study Lanarkshire County Council wanted to know how much the local population was involved in outdoor recreation.

In 1972 came a large scale survey of Scottish tourism and recreation in which 7,000 households and 13,000 visitors were questioned. The results were of obvious interest to the Forestry Commission, the Countryside Commission, the Highlands and Islands Development Board and the Scottish Arts Council. Recently the unit's interest in computers has grown, which has produced a unified package of information about all aspects of tourism and recreation in Scotland. The idea is that computer-based data will be easily stored, classified and instantly available for bodies such as the Scottish Tourist Board. Extensive information on services in Scotland with conference facilities is available at the touch of a button.

Other researchers in this field outside Edinburgh University have alleged the unit's love of computers has become excessive, leading to an imbalance in their approach.

As the unit's projects grew, staff were recruited from various academic disciplines on a contract basis. Even Mr Duffield, the man responsible for the unit's day-to-day running and much of the burden of soliciting contracts, has been paid only because there were so many of them.



Professor Coppock says: "The unit's staff are all on contracts of varying lengths; often it is difficult to marry the beginning and ends of contracts, leading to gaps and overlaps. There is a real need for some 'core' staff to provide continuity." However the unit is flexible enough to be a genuinely multidisciplinary affair. Its recent project for the Highlands and Islands Development Board—for which money was available through the European Community—involved a mixed bag of researchers. The study of recreation in areas affected

by oil-related industry in the Scottish Highlands was carried out by planners, sociologists, statisticians, architectural and ecological specialists. Professor Coppock points out that being part of the university, however marginal, allows the recruitment of special consultants from other departments for advice on such projects. The unit is not just policy oriented. Mr Duffield says: "Yes we desire to influence policy, but by work of academic excellence, in practice there is a 'trade off' between work and analysis of data for policy-making bodies, and development work of an academic kind. The money for the latter usually comes from a research council, but the subject matter of both can be the same."

Professor Coppock has spoken up on the question of policy research both within Edinburgh University and when he was President of the Institute of British Geographers. He has argued there should be a core of full-time research staff to cope with the increasing demand for contract work, while keeping academic work going.

Two years ago he warned his fellow geographers in the IBG that if they did not show an aptitude for policy-oriented research in the fields of the environment they would find geography departments attracting less research money and fewer good students.

But for the time being, unless Edinburgh University closes down the unit to which it pays no salaries and from whom it receives rent, the unit flourishes.

Conversations are going on about academic connections south of the border as part of a general effort on the unit's behalf to make it less Scottish based. This also involves bidding for contract work on recreational issues needed by English water authorities and other such bodies. International visitors have been attracted to the unit for some years and Professor Coppock only recently returned from a trip to Canada to advise on the study of recreation there.

The next time a tourist in Scotland, still shaking from swinging his caravan round the Devil's Elbow, is stopped by a researcher with clipboard and questionnaire, he should know his answers will be efficiently decoded if they are fed into the TRRU's computer and perhaps they will contribute to the existence of a unit that might prove a catalyst in the general area of policy research in the environment.

Why computing still needs its regional centres

An important aspect of the computer services which support British universities is the role of the three regional computer centres established at Edinburgh, London and Manchester following the recommendation of the Flowers Report of 1968.

The centres are the direct responsibility of the Computer Board, which is currently undertaking a long-term look at the strategy for providing computer services. The board must necessarily consider the changing pattern in the production of and demand for computers; but consideration must also be given to the advantages that accrue from the existence of these regional centres and the hierarchy of networks within which they work. There are two massive computer centres in London and Manchester while the third centre, Edinburgh, has developed along different lines. Large centres exist at Cambridge and Newcastle which are roughly half the capacity, and the overwhelming majority of the other university computer centres are less than one-tenth the size.

The original basis for the establishment of massive centres was that they would be more cost-effective than the equivalent establishment of a greater number of smaller centres. Clear evidence now exists to support this assumption, even when recurrent and communication costs are included.

Since the establishment of the Computer Board, for example, approximately 25 per cent of their capital expenditure in England and Wales has been spent on the Manchester and London Regional Centres, and on the necessary equipment in universities for receiving their services, yet these centres currently provide approximately 60 per cent of the computing capacity in the higher stages of their

development, the facilities of the regional centres were overwhelmingly used by a small number of scientific groups. However, with the increasing accessibility and stability of their services there is now a more widespread demand. Over the last year, for example, about half of the capacity of the London centre was used by 48 different groups of users in 23 disciplines, from 21 different universities and colleges.

The largest of these projects consumed no more than 4 per cent of the total facilities of the centre. The remaining capacity satisfied the smaller demands from several thousand users. This continuing spread of usage into more disciplines and across more customers presents new problems in regard to planning for the future, but indicates the increasing attraction to users other than those in the traditional disciplines.

The regional centres are each situated within a host university, and therefore offer a range of services as if they were a local centre. However, most customers are geographically remote from the centre and the service is operated with policies which are both more formal and more publicized than those which may be necessary in a smaller centre.

The rate at which information can be disseminated to the customer is slower, inevitably necessitating a greater stability and reliability in the offered services. This causes a lower rate of change in the development of the facilities, and a higher level of guarantees to the customer.

In any consideration of a future policy for university computing, a major factor must be the fact that the majority of the customers within the universities are well

Neil Spoonley suggests that regional computer centres should remain high on the priorities of the Computer Board

satisfied with the services now available from the regional centres, and to a very large extent their future demands will be most economically satisfied by further exploitation of the massive centre concept in a hierarchical network.

With the increasing use of computers by the less numerate disciplines, the computer centre is becoming the major interdisciplinary service in the university. Services are in demand in such diverse fields as physics, medicine, law and so on, and contacts with those engaged in these disciplines must be maintained to ensure that they are capable of satisfying the emerging demand.

This relationship presents wide scope for the transfer of techniques from one area of application to another, and is well worth greater exploitation.

This catalytic role played by the regional centres is required not only for transfers from one discipline to another, but often for enhancing same fields. It can only be exploited for building bridges between university work and research workers in industry, polytechnics, and so on, and contacts with these groups must be maintained to ensure that they are capable of satisfying the emerging demand.

The management departments necessary for the operation of these centres include those of co-ordination, committee management and public relations, and they can be readily applied in these catalytic and technological trans-

fers for the benefit of all for research.

The massive computer centre supports a continuous flow of work from a large number of customers who are readily willing to exploit any newly offered service.

New facilities can be introduced in these centres with rapid introduction and acceptance by a wide community. Further study will identify the common tools which are required across many disciplines, and services will emerge such as bibliographical, statistical, trade statistics and nuclear data which can be rapidly introduced as acceptable tools.

Recent years have shown an increased interest in the development of computer networks, and Britain has already developed some of the most sophisticated hierarchical networks in the world. This case for the continued existence of the massive computer centre can be argued on the basis of its cost-effectiveness, but there are other important aspects.

Despite sophisticated networks which may permit the rapid transfer of data from one centre to another, or from one customer to another, this technique does present a further level of the complexity to the customer. Already university users are generally supported by both a local and a regional centre service, and further services from other so-called "exporting" centres would create yet further complexity.

Networks are technically possible, but their successful exploitation will depend more on the willingness of the user to undertake the complexity of the services offered, rather than on those who provide them. There is therefore a strong case for ensuring that networks are able to perform the necessary tasks, but that the user requirements are met from a minimum number of centres.

Over the past few years there has been a gradual decrease in the operating information needed by the casual user, and this will inevitably continue, so that the services provided by the centres will be expressed more in terms of problems to be solved. Except in specialized circumstances, it seems unlikely that cheap computers will offer such sophistication, although the widespread use of their large technical world would lead to an increase in demands for services from massive computer centres.

The computing scene is likely to result in a rapid increase in the numbers of smaller devices, at the expense of the middle-sized machines, on the one hand, while on the other the services of the massive centres will continue to grow more sophisticated and stable. The operational and management problems of the massive computer centres have little in common with the smaller computer centres now in the universities. In the future, this gap will increase, and the use of new techniques and new technology will further accelerate the difference.

The talents required for the management and direction of these centres will diverge from the past. The field of computing and becoming closer to those skills already demanded in other collaborative technical fields.

The talent now available could be applied to increasing cooperation in technical fields other than computing. With the increasing importance of computing in higher education, this should be considered as one important national technical resource necessary for education and research.

The author is director of the University of London Computer Centre.

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NORTH AMERICAN NEWS

MICHAEL BINYON reports
from WashingtonThe Times Higher Education Supplement (London) Room 541
Tel. 202 6386765 National Press Building
Washington D.C.New York gets set to
take cuts plunge

New York's Board of Higher Education has this week been holding public hearings on the latest controversial proposals to restructure the City University.

These include the "consolidation" of several colleges, heavy cuts in graduate courses, centralization of admissions and the elimination of a number of undergraduate courses.

The plan—the latest in a string of suggestions of how the City University of New York (CUNY), can permanently cut back its budget—was put forward by Dr Robert Kibbee, the chancellor, two weeks ago and immediately provoked an outcry.

Several colleges would be amalgamated or downgraded—the John Jay College of Criminal Justice would be absorbed by Baruch College, and Molloy College, a four-year college, would become a two-year community college with the other eight in CUNY.

At the same time Mr Seymour Hyman, CUNY's deputy chancellor, has proposed a reorganization of the academic calendar. Instead of the present two 15-week semesters there would be three 12-week terms. Classes would be increased from 50 minutes to one hour. Work could thus be concentrated into two terms, leaving the third as an optional extra, in which lectures could take on extra work if they wished.

This plan differs slightly from the calendar change suggested by Dr Kibbee last October, which called for a four-term system in which

teachers took on a greater load for slightly higher pay.

Dr Kibbee also proposed cutting doctoral programmes. They would still be administered through a graduate school, although there have been other suggestions, vigorously denounced in the Press—that CUNY could shut down its graduate school altogether.

The plan also recommends concentrating all kinds of courses in only certain colleges. Although introductory courses will still be offered throughout the university, the majors' programmes in foreign languages other than Spanish, anthropology, philosophy, home economics, ethnic studies, geology, astronomy, and physical education and recreation will not be offered campus-wide.

All this may save CUNY around \$60m a year. It is the kind of long-term saving that New York's Emergency Control Board has insisted the university make.

By doing so, CUNY is hoping for a last-minute reprieve for the immediate future. Any time now the university was due to shut down altogether for four weeks in order to save \$32m in this current semester. So far there has been no indication when this compulsory furlough will start, and the current semester, in which the saving has to be made, is now coming to an end.

Everybody in the university, both teachers and administrators, are hoping the State Legislature will come to the rescue with last-minute funds. If they do not, CUNY will be bankrupt in a few weeks' time.

Sociology dispute flares

Two students from Simon Fraser University in British Columbia have fallen victim to a long-standing dispute between the university and the Canadian Sociology and Anthropology Association. The association's journal recently refused to publish a paper by the two students because of a boycott imposed by the association following the university's dismissal of eight teachers in 1979.

Last week the British Columbia Civil Liberties Association strongly condemned the journal's action. The Canadian Council, which subsidizes the journal, has tried to remain neutral, but let it be known that if articles from Simon Fraser were refused consideration, it would cut off its grant. The refund has since been withdrawn and next year's grant is assured.

The dispute, one of the most serious academic rows in Canada, is now coming to a climax. Simon Fraser has denounced the boycott as a "misleading vendetta" and said the students were "innocent pawns". Dr Jon Whitaker, chairman of the sociology department, said the initial refusal to consider the manuscript was "a form of conciliatory totally alien to Canadian academic life".

The two students appealed some months ago to Professor Arthur Davis, president of the association. To reply that Simon Fraser's "collective institutional guilt" must weigh more heavily than the position of the individual staff and students. Your interest is not sufficient to outweigh the victimization of wrongfully dismissed staff and their loss of professional credibility.

Since then the association has

relented, and is now proposing publication on condition that a declaration be printed alongside stating that the university is subject to a boycott. The two students, however, have decided not to accept this condition.

The association wants Simon Fraser to reinstate all seven lecturers (the eighth has since died), paying each \$30,000 compensation.

The dispute has divided Canadian academics, and soured the atmosphere of the aggressively self-confident and architecturally exciting new university. The Canadian Association of University Teachers, which supports the boycott, has been put in an embarrassing position. Its own committee on academic freedom and tenure negotiated an end to the dispute but this was rejected last autumn and negotiations are now deadlocked.

The case has become a cause célèbre for sociologists all over the world. The powerful American Sociological Association voted in 1974 to join the boycott, and is now formally discouraging its members from lecturing or seeking employment at Simon Fraser.

The British Sociological Association also recently reaffirmed its observance of the boycott (THES, letters Feb 20).

Most of the dismissed lecturers have since found jobs elsewhere and would not want to go back if offered posts at Simon Fraser, said Professor Davis. Compensation was therefore that much more important.

If we simply accept an apology from Simon Fraser, any university in Canada would dismiss teachers for a few years and they get out free", said Professor Davis.

Unashamedly
elite... 100
years on

One of the smallest, most highly selective and in certain fields most influential universities in the United States celebrates its centenary this year. Johns Hopkins University in Baltimore, established in 1876 by a wealthy Quaker merchant, was one of the first universities specifically oriented to research and postgraduate teaching.

Today, Johns Hopkins is still heavily engaged in postgraduate work. It has become one of the foremost medical schools in the country, a leading centre of medical research, and some three-quarters of the total undergraduate body are pre-medical students.

The university still maintains a number of its original ideals. It is deliberately small—the undergraduate body numbers only just over 2,000—but with a high proportion of graduates. Entry is intensely competitive, and the university is unashamedly selective in its intake.

Its president, Dr Steven Muller, said at its inauguration in 1972: "Our heritage at Hopkins is that we are small and superb. We must continue to earn that reputation."

Dr Muller is a passionate advocate of private excellence verging on elitism—an unfashionable quality in the university world today.

Two years ago, before the debate on declining standards became so widespread, he was urging minimum standards of literacy as a prerequisite



Literature seminar in Johns Hopkins library around 1900.

to university entrance, and he was pessimistic that universities alone would be able to restore public academic standards and general knowledge, which he believed had been seriously eroded.

To charges that Johns Hopkins, whose structure reflects the president's philosophy, is elitist (there are very few black students in the university), Dr Muller replies that the university has a legitimate role because it is not the only institution in the state. The University of Maryland caters for the bulk of students in the State, and there are

a number of other universities colleges nearby with a more broadly based intake.

Rigorous selection, John kins has kept its reputation in its small size. The university now trying to escape from the shackles of the medical research and build up its reputation by small arts and social science departments.

It has almost achieved its aim. Its capital appeal of \$10m and has been able to increase its costs to about the average of major private universities.

Students face
writing test

One of the most stringent programmes ever to ensure that students can write English properly is expected to be launched this spring by the California State University and Colleges system.

Recommendations put forward on writing skills include testing new students in their writing proficiency, requiring all students to take a year's course in composition above the remedial level and requiring a writing test in the junior (third) year as a condition to continuing on towards graduation.

Remedial instruction would also be formally reintroduced into the university's curriculum. Students going on to higher degrees and into teaching would have to satisfy further requirements.

The newly selected tests will be put to the board of trustees in May, and, if approved, will come into effect in the autumn of 1977.

Meanwhile, students who are good at English while still at school will be allowed to gain academic credit for passing the university English equivalency test before entering university.

A test will be administered on all 19 campuses of the California State University system in May 1, and will consist of 90 minutes of active testing in the analysis and interpretation of literature, and a 90 minute essay. It will cost \$20. Those passing will be excused two first-year courses in English.

Sex quotas
scrapped

Durham College is to abolish all sex quotas for its students, and the college in 1977.

The trustees have decided to change the guidelines on coeducation drawn up in 1971 which specified that the male undergraduate body should not fall below the size it was before coeducation.

In effect, this limited the intake of women to about 800 a year out of a total of 4,000 students. The ratio of three men to one woman will be continued only for students entering this autumn. Beyond that the only criterion for entry will be "high potential for making a significant positive impact on society".

The move is one that other previously all-male colleges are also considering. "It is a very powerful statement," said one of the trustees, "that we are not just a collection of male students, but a community of men and women."

Ford Foundation steps up fun
for black trends research

Howard University, one of America's top black universities, has been given a grant of \$350,000 from the Ford Foundation to study the status, enrolment and trends of blacks in higher education.

The announcement comes soon after a report showing that the increase in student numbers in historically black colleges this year was higher than the national average and was the largest rise in 10 years.

The Ford grant will supplement one of \$400,000 made last year by Howard's Institute for the Study of Educational Policy. The institute will use the money to organize conferences, promote research and publish papers on the subject of black Americans in higher education.

The figures for black enrolment were published by a different body, the Institute for Statistics in Education. They show that in four-year black universities, enrolment increased 11.4 per cent last year—double the national figure for all universities.

This meant, the institute concluded, that instead of declining in importance (as blacks entered universities throughout America), historically black universities have become more important.

Humanities link with industry

A new National Humanities Centre to further interdisciplinary research is to be established at Research Triangle Park, a major industrial and academic complex linked to the research university in North Carolina.

The centre will bring together about 45 scholars from the United States and overseas each year. It aims to integrate the humanities more closely with the realities of contemporary life, and, in the words of a memorandum from the American Academy of Arts and Sciences, "to break down the barriers that often separate the natural sciences, the social sciences and humanities from one another".

The centre, due to be completed in 1978, will be jointly sponsored by Duke University, North Carolina State University and the University of North Carolina at Chapel Hill. They will each contribute \$75,000 a year for the next five years.

The land has been given by the Triangle Universities Centre for Advanced Studies which has just been established by the three universities. Research Triangle Park is a 5,000-acre centre of research and development, where the three universities are located.

Sweden

Budget gives big boost
to adult sector

from Mike Duckenfield

STOCKHOLM
Despite a slowdown in the growth of overall public spending during the next financial year starting this July, expenditure on higher education and research is to rise by 19.6 per cent and that on adult education by 24.8 per cent.

The annual budget presented to Parliament by Mr Gunnar Ström, Finance Minister, is the first to exceed 100,000m Skr, reaching 110,214m Skr (£12,524.3m).

Expenditure on education as a whole, accounting for nearly 14 per cent of projected spending, is to increase by 22.7 per cent to 14,821.8m Skr compared with this year's 10 per cent and last year's 7 per cent increases.

Comprehensive school spending is to rise by 31.6 per cent and that on secondary schools by 19.3 per cent. With inflation at around 10 per cent these mark considerable real increases.

Other points in the budget include funds to launch a programme to internationalize higher education, increase university and college staff, in-service training and a large increase in research spending with the emphasis on personnel training.

The budget also includes plans to expand the number of vocational-technical colleges (yrkeshögskolor), the first eight of which were opened last autumn. Designed to meet the needs of workers with at least four years' experience in

one of six key industries, most of the colleges have been highly successful in attracting students.

The colleges, which offer full-time, year and a half long courses in technical and administrative subjects for workers receiving State study support during absence of leave from their employment, so far cater for only 330 students. This autumn a ninth college at Sollefteå in the far north of Sweden will be opened for workers from the lumber and engineering industries, and the year after another three colleges will follow.

There is also to be a large increase in the number of training places for nursery school teachers. Funds for this are to be published separately from the budget, but estimated costs for the training seminars are to rise from 42.1m Skr to 57.9m Skr.

In the adult sector, there are to be large increases in Government subsidies both to individuals and to organizations. Support to adults who take long-term studies is to increase from 61m Skr to 148m Skr, providing the equivalent of 8,650 year-places, and that to those taking shorter studies is to rise to 10m Skr an hour or 80 Skr a day. The total cost of these programmes will be 270m Skr.

In addition the folk high schools and other forms of voluntary adult education such as the educational associations' study circles are to have their allowances raised by 33 per cent up to 800m Skr.

Italy

University building programme
gets £360m go-ahead

from Patricia Clough

ROME
After being virtually paralysed for many years by severe overcrowding, Italian universities are at last to be able to expand. Parliament has approved a 550,000m lire (£360m) Bill to finance university building.

Apart from the construction or purchase of new teaching premises, the Bill is also designed to improve existing facilities, hostels and refectories.

An important aspect of it is that it drastically reduces the number of students per room in the public buildings for years. Often plans have to be vetoed by at least 80 different authorities, a process which can take three or four years. Under the present Bill approval can be granted almost immediately.

The Bill comes a few months after Parliament granted about 50,000m lire to complete some earlier university building projects which had been held up because the funds were insufficient to cover spiralling costs.

Since 1969, when university entrance was made available to anyone who had completed their secondary education, the university population has grown fivefold.

But the buildings themselves have remained virtually as they had been a generation ago when the student population was only 200,000. The only reason that disaster was avoided—at one point Rome University alone expressed fears for the stability of the buildings—was because many students, once enrolled, found it much simpler to study from books at home.

The drop-out rate is also high. Nevertheless, lectures, particularly by good professors, are very crowded while facilities such as laboratories, libraries and student accommodation are totally inadequate.

Italy's Government is now planning to build 100,000m lire worth of new university buildings over the next five years.

The new centre was originally proposed by Morton Bloomfield, professor of English at Harvard University, Gregory Vines, professor of philosophy at Princeton, and Meyer Abrams, professor of English at Cornell.

They all spent a year together at the Centre for Advanced Study in Behavioural Sciences in Palo Alto, California, and three years ago began lobbying for a similar centre in the humanities.

Half the scholars accepted low salaries each year by the centre, which will be controlled by an independent board. Although the centre has so far raised \$2.5m, the centre, Professor Bloomfield said, another \$8m-\$12m had to be found.

Republic of Ireland

Honours rebuff
for primary
trainees

from Peppy Barlow

DUBLIN
Plans to award a university degree to next year's output from the primary teacher training colleges received a setback here last week as it emerged that the universities concerned are unwilling to accept that the degree can be awarded at honours level after three years' study.

The arrangements between the training colleges and the universities, concluded last year after lengthy negotiations in which the Department of Education played a major part, gave the colleges a new status as "recognized colleges" of the universities. The resulting status for their graduates is seen as part of a general move to equalise pay and conditions throughout the teaching service.

The universities, however, which initially insisted that the degree to be awarded should be a BEd rather than a BA have now made plain their unwillingness to make the degree an honours one.

Trinity College, Dublin, will give its teachers an honours degree—but after four years, as is the case in their arts faculty generally. The University College, Dublin, and University College, Cork—which will be catering for the majority of trainee teachers—there is currently sharp disagreement about the appropriate course award.

UCD, which will be taking the training college in Limerick under its wing, is adamant that the course should lead only to a pass degree. In Dublin, the UCD authorities are at the moment prepared to consider that it could be of honours standard, but are wavering on the issue.

It may be that UCD will follow the UCC approach. This would effectively include the possibility of honours primary degrees for all trainee teachers except for a handful following the course in TCD. Such a development would be sharply resisted by the Irish National Teachers' Organisation, which has been campaigning for a university degree for its members for decades.

\$20m for United
Nations University

Japan has deposited \$20m with the endowment fund of the United Nations University. This makes the second instalment that Japan has paid on an original pledge of \$100m. The university consists of a growing network of associated post-graduate institutions throughout the world and has its headquarters in Tokyo.

Other countries that have so far either contributed or given pledges to the endowment fund are Ghana, Greece, Iceland, Norway, Sweden, the United States and Venezuela.

Holland

Government ready
for cutback in
student power

from Arnold Lissauer

AMSTERDAM
The democratic reform of the universities, which started five years ago, should be kept within limits, Mr Ger Klein, Parliamentary Secretary of Education, has told Parliament.

Introducing a Bill for the promulgation of the 1970 Universities Reform Act, Mr Klein said that the most important limitation proposed was the right of the Government to suspend or cancel decisions made by the faculties and sub-faculties and by the so-called subject groups.

The Minister also wants to cut back student participation in the appointment of university teachers. In future only the faculty councils will appoint members of appointing committees and will have to explain why somebody should be considered for the job. It will not be enough to say simply that the proposed person is a student.

The student organizations have sharply criticized this proposal as a retrograde step—undoing the essential of the new democratic system of university management.

Association of Commonwealth Universities

Vc warns of mood of apathy

from Lindsay Wright

WELLINGTON
There was a general feeling of disillusionment and apathy with higher education, Sir Arthur Arncliffe, vice-chancellor of Manchester University and chairman of the Committee of Vice-Chancellors and Principals, warned here last month.

In the early 1970s, he said, ministers, civil servants and educators had all argued that courses within the universities were not relevant for most students as courses outside the universities and that universities were somehow not relevant to the needs of society.

Sir Arthur told the 120-strong meeting of executive heads of the Association of Commonwealth Universities: "A series of myths or misapprehensions about universities in Government circles have had to be removed."

"One of these was that universities contain an unruly high proportion of arts students following courses irrelevant to future employment."

"Quite apart from ignoring the whole basis of university education, it in fact also ignores the actual employment situation."

"There may be unemployment,

West Germany

New law will be 'unifying
influence', minister says

from Alan Cane

BONN
The newly passed General Framework Law for Institutions of Higher Education (Hochschulrahmengesetz) would prove a unifying influence for all West German higher education, Dr Eberhard Bönning, director of higher education at the Federal Ministry of Education and Science, told THE TIMES in a recent and exclusive interview.

Without the new law, Dr Bönning emphasized, there was a risk that German higher education would have become two separate systems, one based on the right-wing principles of Länder such as Bavaria and Baden-Württemberg, the other on the more left-wing attitudes of Hamburg, Bremen and West Berlin.

He agreed that the new law was very much a compromise version of the expectations of 1965. The Hochschulrahmengesetz is only 30 per cent of what was intended seven years ago, but the expectations of 1969 were both too high and wrong. There was too much belief in the power of laws to effect reform.

Dr Bönning summarized the advantages of the new law thus: It was the first law covering all kinds of institutions of tertiary education in West Germany. It was the first law covering the underlying development of the higher education system—without it, equivalence of entrance qualifications and diplomas would have been in doubt. It provided for common entrance procedures to all institutions of higher education which would have otherwise been left to individual Länder.

Changes in the admission procedure would have repercussions on the school system, reducing pressure on potential students to achieve superlative scores in the Abitur.

All first degrees would now be described as diplomas (the previous degree in West Germany) so students would no longer be tempted to try for a "better" title.

For the first time there was a practical system for reform of the student curriculum especially with regard to length of time permissible for taking a degree.

The new law is, in general, unpopular with all the Länder governments with academics and with students. The only group which seems at all content are the professors who will regain their original right of majority in all matters of teaching and research.

A spokesman for Hamburg University (which will have to amend its statutes to meet the Act) said: "We do not think this is a good thing. This law should have been progressive, but the political scene has moved in a right-wing direction in the past seven years and the final law is only a reactionary compromise. The professors are lucky, however."

Herr Gerdt Fritz, president of the Bonn Students' Union, argued that the Act limited the amount of time allowed for study, while not making it clear if the curriculum would be revised at the same time. He was afraid that the entire course content would simply be compressed into the shorter time.

He added that students would have fewer possibilities of influencing university development because the professors would regain the majority position on all the important committees.

Among the areas that will be studied are the law, trade and finance, the social services, culture and recreation, civil planning, biological sciences, agricultural sciences, mechanical engineering, computer science, telecommunications and university teaching.

The Minister has no plans to regulate entry to humanities courses but she is obviously anxious at least to try to put limits on entry to strictly technical and vocational degree courses.

Mme Saunier-Seltd said that she wanted France's scientific research to be more efficient centres of excellence should be strengthened and applied research developed.

Other priorities were improvement of conditions of work in universities and colleges, better special conditions for students, a redefining of the status of some of the major establishments and better arrangements for academic exchanges with Britain.

Mme Saunier-Seltd added that she wanted universities to play a greater part in continuing education and industrial training. So far their role in these areas had been too modest.

Greece

Expansion plan for Crete

from Mario Modiano

ATHENS
The Government has decided to create a new university, the country's seventh, on the island of Crete. However, as three rival Greek cities vied for this honour, it has been decided to set up the university at Rethymno, with some of its schools operating in Heraklion and establish a Polytechnic Institute in Hania.

Because of the great shortage of places in Greek universities only about one quarter of the 55,000 candidates who apply each year are admitted. The total number of university students in Greece today is 24,000 in a population of nine million.

Initially the University of Crete will have a faculty of philosophy as

Rethymno, while the schools of medicine, physics and mathematics will be at Heraklion.

Later, a theological school will be established which will operate along the lines of the Theological College of Halki of the Ecumenical Patriarchate of Constantinople, which was shut down by the Turkish authorities two years ago after the ban on all private universities in Turkey.

The Ministry of Education has already appointed a provisional governing board for the new university, consisting of professors, almost all of whom are Cretans.

The new university is to come into operation under the charter of Athens University because of the forthcoming reorganization of the system of higher learning in Greece.



Mme Saunier-Seltd



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Voting for the TUC

Not long ago, it would have been inconceivable that academics, a privileged and relatively well-paid social group, should throw in their lot with the organized forces of the Trades Union Congress. If there were any doubts to be drawn, such lines clearly separate the interests of academics and workers.

Yet it is not only Mrs Thatcher who has realized that the situation has changed. As members of the Association of University Teachers Association of University Teachers vote on whether to affiliate to the TUC, the major issues on which the outcome will depend seem to be based, not on high principles or personal preferences, but on the pragmatic basis of "better in than out".

Many members of the AUT have, like the Tory Party, recognized that the TUC has now grown to such a position of strength that it has become deeply involved in all decision-making processes relating to social policy, including education. In consequence, there is a strong feeling that *not* to affiliate to the TUC would be to cut university academics off from an increasingly important forum of political—and educational—debate, consequently reducing its strength in any further rounds of salary negotiations.

It would be a pity, however, if the final decision was taken on this essentially negative stance. For there are also positive advantages to be gained from TUC affiliation that cannot be lightly disregarded.

Nobody, for example, would be naïve enough to believe that Mr Len Murray, the general secretary, is likely to call a general strike at the next time that university academics feel themselves thwarted in negotiations with government. Yet as far as the round of such negotiations clearly shows, time for gentlemanly agreement, over money saved on academic salaries is, at least in the eyes of the Government, money that can be better spent elsewhere.

Home thoughts from abroad

The *grandes écoles* of France have always fascinated the British, and especially British Ministers confronted by French diplomats. There is nevertheless a widespread ignorance in Britain about their higher education. There are in fact more than 150 *grandes écoles* of various types, some of which would normally be recognized in Britain, and they have 40,000 students, each of whom has done a two-year preparatory course after the *baccalauréat*. Universities in France therefore have a more secondary role in the system of higher education.

The significance of the *grandes écoles* is not that they train the élite of French management and government, but that they are, in the vocational institutions, the vocations, moreover, cover not just administration but also science, commerce, technology, industry, engineering, management and government. So the élite in France is much more broadly trained than the comparable British élite.

The result is that the French civil and diplomatic services, as well as their industry and commerce, are managed by men who have been thoroughly prepared for the jobs that they are going to do. One contrast, Britain, still cultivates the amateur: the officer, French, cultivates the professional, and is tempted to think that the difference shows that higher education is of interest for

Such pressures have, just as in private industry, led to the development of a sophisticated system of industrial bargaining, in which the AUT can no longer hope to survive as the gifted, but isolated, amateur. The TUC can provide, not only technical skills developed over many years of experience, but equally a sense of moral support that can, in confrontation with the Government, be equally vital.

So much for self-interest. There are also wider issues. A system of higher education developed to meet the needs of the whole community, not merely those occupying positions in management or academic institutions, must be developed in consultation with that community. If academics wish to convince society as a whole of the value of universities, then they must learn to sell their argument, not merely to leaders of industry, but to those the universities to TUC. A position inside the TUC is likely to provide a much firmer platform than one outside from which this can be done.

Nobody is pretending that affiliation to the TUC is to turn the AUT overnight into a militant army of left-wing activists, and there are, as Professor Graeme Moadie recently pointed out in *The Times*, a number of disadvantages to be weighed against the advantages.

What is required at the present time, however, possibly more so than in the heady days of the post-Robbins expansion, is a strong sense of realism—coming to terms with the situation as it now stands, and then planning for the future. A plan for a system of higher education genuinely suited to the needs of all members of society. The required balance, *The Times* would suggest, is more likely to be found by the AUT working inside the TUC than outside it.

Britain, the French, in common with the Germans, are showing interest in the relationship of management planning to higher education. There is nevertheless a widespread ignorance in Britain about their higher education. There are in fact more than 150 *grandes écoles* of various types, some of which would normally be recognized in Britain, and they have 40,000 students, each of whom has done a two-year preparatory course after the *baccalauréat*. Universities in France therefore have a more secondary role in the system of higher education.

The significance of the *grandes écoles* is not that they train the élite of French management and government, but that they are, in the vocational institutions, the vocations, moreover, cover not just administration but also science, commerce, technology, industry, engineering, management and government. So the élite in France is much more broadly trained than the comparable British élite.

The result is that the French civil and diplomatic services, as well as their industry and commerce, are managed by men who have been thoroughly prepared for the jobs that they are going to do. One contrast, Britain, still cultivates the amateur: the officer, French, cultivates the professional, and is tempted to think that the difference shows that higher education is of interest for

TUC affiliation

from Dr Mervyn Hiskett
Sir— Trevor Marshall advises us to vote for affiliation to the TUC. It is in it that we are 22% of the TUC. I do not think AUT should affiliate to the representative body of a movement that seems to me to be a cynical (Ray Dutton) who strikes down the noblest of the TUC's aims (the TUC's plan).

violence (the total strike pickets and the Shrewsbury mob) and arrogantly contemptuous of the law (Scandinavian Industrial Tribunal).
I hope there is still a majority that is fastidious about the methods and that the company it keeps, and that is not yet ready to be wheeled for an extra shilling.
Yours sincerely,
MERVYN HISKETT
(Kensington)

LETTERS TO THE EDITOR

The study of English

from Mr Anthony Kearney

Sir—Francis Gibb's article, "Great Tradition: End is Near" (*THE TIMES*, March 5), raises some interesting questions about English studies past and present.

Can the "traditional notion" of English be summed up under the heading of "practical criticism" with F. R. Leavis as its chief exponent? Is this traditional notion now dead or dying? How far can language as redefined by the linguistics men offer an alternative discipline for the subject as interesting and valuable for the average student as "literary criticism"?

Most teachers of English (including Leavis) would probably agree now that the term "practical criticism" was a horrible mistake. It led inevitably to the idea that practical criticism—the extra-class reading of short extracts and poems—involved special techniques essentially different in kind from the ordinary reading done elsewhere in the English course.

Thus practical criticism became a special subject, separately taught and examined. This of course was a disastrous development. Leavis however went on to be connected with this development since he stood for a healthier notion of English studies—namely, an intelligent reading of texts leading out to wider social and cultural concerns—a notion to which a good many English teachers (despite the alleged death of the tradition) still subscribe.

English on this plan, given a wider selection of material than Leavis approves of, provides a model of critical and social relevance where reading is concerned.

Can the same be said for linguistics? Where linguistics means something other than a concern for the analysis of particular uses of language written or spoken, it surely can't. Where it means "structuralism" or "technique" or "semiotics" or "hermeneutics" it isn't, one thinks, likely to have much interest for the average student. A serious interest in language, it seems to me, is more likely to be encouraged by traditional English methods than by linguistics.

Finally, English surely ought to be the most accessible and relevant of the academic subjects, and Leavis, whatever his faults, helped to make it that. The new experiments, bent on making it remote and inaccessible for the average student, are making it even less relevant in fact than the old hard-core practical criticism.

Yours faithfully,
ANTHONY KEARNEY,
Department of English,
La Trobe University,
Australia.

NATFHE evidence

from Mr Malcolm Lee
Sir—The evidence provided by the National Association of Teachers in Further and Higher Education for the House of Commons committee investigating the Department of Education and Science covered a wide range of topics which I have seen in the activities which take place in that sector of education is represented by NATFHE.

It was inevitable that the NATFHE education figures should be discussed when the evidence was presented. I said to the committee that the oral presentation should be based on what I said to the committee being inaccurately quoted (*The Times*, February 20).

Mr William Pile, in his evidence to the committee, indicated that in initial teacher training there were 14,000 to 15,000, I stated that the declared target of the DES was 48,000. This last mentioned figure was made up of 36,000 students, undertaking a three-year course, and 12,000 being a four-year entry at 12,000 per annum, and 1,000 postgraduate students. If the committee had understood the situation they would have taken heart to task.

Members of the House of Commons might do well to remind themselves that the policy for teacher

from Dr Malcolm Pittock

Sir—I think your report "Great Tradition: End is Near" is based on a false dichotomy between practical criticism and approaches which seek to relate a work to its social context in the manner of, say, Raymond Williams.

One cannot meaningfully see any literary work in relation to the social experience out of which it emerges unless one first examines exactly what it means, how it is internally organized and what its structure of feeling and special values (or weakness) are.

For only then can one be in a position to ask the right kinds of larger questions either empirically or in terms of a given general theory, Marxist or otherwise.

Leavis's work itself always leads outdoors in this kind of way, whether Leavis himself follows up the issues he has raised or not. His latest book, for example, contains a superb, detailed study of *The Four Quartets*, which for anyone who agrees with it would help to formulate certain particular questions as to the kind of social context which produced a consciousness in which the resourceful artistic application is associated ultimately with certain kinds of bad faith.

In practical criticism one tries to make explicit to oneself and others an implicit judgment by bringing to consciousness the features of a text which prompted it.

Linguistics can be very helpful in increasing one's ability to do this precisely. But the linguistic study of any text is in itself a rather different (though still immensely valuable) form of activity. It aims to give an exhaustive description of the way language is used in a particular context, and the linguist believes it to have been used well.

A proper linguistic description of the way a person uses language to tell a simple anecdote incoherently would itself be a difficult enough undertaking. A complete linguistic analysis of *Bleak House* would need with a computer.

That is why a non-selective linguistic approach to any text, the very shortest of literary texts is impracticable for the student and teachers of literature. If the approach is selective, as it must be, then it is practical criticism without benefit of linguistics.

Yours faithfully,
MALCOLM PITTOCK,
Peter Street,
Manchester.

White Paper (Cmd 5174) by the Conservative Government was taken on board by the present Government.

The implementation of this policy required the provision of money for the induction and in-service education which they were not prepared to find, even before the new proposals to cut the education budget.

One of the members of the committee considered that college of education lecturers had not had the opportunity to discuss about the curriculum exercise to change the content and method of teacher training and developed into a savage cutback of the number of training places.

Those involved in teacher education have put a great deal of energy into current training programmes and into the development of new courses. At the same time their institutions have been torn apart, not grasp the full implications of the extent of the cuts, particularly when they were proposed after decades of unprecedented expansion.

Yours faithfully,
MALCOLM LEE,
Chairman, teacher education standards committee,
NATFHE,
Mableton Place,
London, W6 6GS

Student exchange

from Mr John White

Sir—Your recent item (*THE TIMES*, February 20) on the topic of proposal for overseas students on exchange visits, put forward by the Central Bureau of Education, has caused me some concern expressed by the authorities (*THE TIMES*, March 5) the imbalance of Franco-British exchanges, and the time burden they claim are imposed fairly on French students sent abroad.

Not unnaturally, modern languages departments, heavily dependent on exchanges to fulfil their languages graduates to spend a period of residence in a particular country, are particularly concerned that increasing flow of exchanges should not be hampered.

In the past few years, the ex- (representative) over the course, authorities has mainly covered the cost to their students of accommodation and of meals in host restaurants, both of which are much more heavily subsidised abroad.

In polytechnics and other institutions, colleges, foreign students are required to pay the economic cost of student accommodation, rather than the subsidised British student rate.

The universities have greater administrative freedom in respect of charges, and, as far as exchange students are concerned, allowed to waive tuition fees (it should perhaps be added a one or two polytechnic governing bodies have also acted to waive overseas student fees for a group of students on an exchange visit for less than an academic year).

The concern on the part of non-university institutions, particularly French, has begun to manifest in hints that exchanges may be stopped, and more concretely in fact that some French institutions have started to make higher charges for students on exchange. This could be a very real barrier to the greater freedom of exchange which is being sought by the universities.

It is therefore very much to be hoped that the central bureau of exchange will be taken up by the DES, and that the category of "exchange student" could perhaps be used (without, one hopes, any need for institutional balance) by institutions which would be exempt from the overseas student fees as the British students abroad in respect of hostel accommodation, etc.

This would be a significant gesture of goodwill towards a partner country in these exchanges. It would reciprocate the facilities our students have consistently been allowed abroad, and would also be a very real benefit to the student.

Very soon, for example, a significant part of the nation's initial teacher training will be concentrated in polytechnics. With few exceptions, the big national centres for teacher training will be in polytechnics. Three challenges arise immediately from this quite massive change in location of and responsibility for teacher training.

The first challenge is that of integrating teacher training within a large multi-faculty institution. By "integration" I mean bringing teacher training into the mainstream with other professional courses and ensuring that academic subjects within teacher training courses are not isolated from corresponding disciplines in other courses.

It means the professional context of so many polytechnic courses, what will be done for the much larger number of women who will be seeking entry? This is not a problem that the polytechnics alone can solve; it requires the assistance of professional bodies, employers, trades unions and the Government. But the polytechnics have better take delivery of the problem, because they will be called upon to take more and more women students into their courses, well in advance of changes in attitudes elsewhere.

The second challenge is that of making the loss of students on teacher training courses. The task is formidable. Merely to maintain student numbers in the polytechnics means redirecting 12,000 students into other courses over the next three or

Time to arm against a sea of troubles

Polytechnics are in for a tough time. It is not merely a matter of economic stringency, for they apply to the whole of higher education. That alone would be tough enough, given the stated intentions of the Government and of local authorities.

But the real problems for polytechnics are that they have so few friends and they have had insufficient time and resources since 1969 to establish the position of strength necessary to ride out the present storms.

My view is that they will ride them out, because of the vigour and the tenacity of purpose which are there in the polytechnics and because of the innate worth of what they are doing. But it will be a very uncomfortable ride. Polytechnics can expect no quarter to be given by the universities, who are quite prepared to let others have slices of the cake, provided that their slice has all the cherries and they cut first.

The principles of the Houghton settlement remain applicable to the universities and the very thought of a truly public sector of higher education in which the myth of university autonomy is fully exposed to public scrutiny, is to them a horrifying scandal. There ought to be a sensible and sensitive working together of universities and polytechnics at the present time, but it is not likely.

Local authorities, the very bodies who ought to be most aware of what the polytechnics are capable of, are not sympathetic. In establishing national reputations, the polytechnics have not always retained the local support that matters when budgets are being fought over and when hasty decisions are made to satisfy local political deals.

There are no votes in claims on the pool, nor in the size of the student population, which descends upon a city each September. Neither are there many friends in the rest of further education. The new institutions of higher education will be anxious to establish their own claims to development within a reduced total provision for higher education. The colleges of further education will want what they see as some of the gravy to come their way.

Many schools are ambivalent, and reluctant to move out of a world which is simple and orderly, in which good A-level grades are rewarded with the honour of a university education, and the rest go to a fate worse than death—they either get a job or they go into further education.

I have yet to see a programme for a school-leaving certificate which makes any reference to the destruction of school leavers apart from those going into higher education; I have yet to hear a head's report at such a function which dwells at length upon the successes of those who did not go to university. I have yet to see a programme for a school-leaving certificate which makes any reference to the destruction of school leavers apart from those going into higher education; I have yet to hear a head's report at such a function which dwells at length upon the successes of those who did not go to university. I have yet to see a programme for a school-leaving certificate which makes any reference to the destruction of school leavers apart from those going into higher education; I have yet to hear a head's report at such a function which dwells at length upon the successes of those who did not go to university.

I do not see the next few years as a struggle for survival for polytechnics, although much may happen to change their financing and their relationships. Their future is, in my view, assured. But they face tests in a number of crucial areas, tests which they must mount if the polytechnic concept is to be strengthened.

Teacher training. Very soon, for example, a significant part of the nation's initial teacher training will be concentrated in polytechnics. With few exceptions, the big national centres for teacher training will be in polytechnics. Three challenges arise immediately from this quite massive change in location of and responsibility for teacher training.

The first challenge is that of integrating teacher training within a large multi-faculty institution. By "integration" I mean bringing teacher training into the mainstream with other professional courses and ensuring that academic subjects within teacher training courses are not isolated from corresponding disciplines in other courses.

It means the professional context of so many polytechnic courses, what will be done for the much larger number of women who will be seeking entry? This is not a problem that the polytechnics alone can solve; it requires the assistance of professional bodies, employers, trades unions and the Government. But the polytechnics have better take delivery of the problem, because they will be called upon to take more and more women students into their courses, well in advance of changes in attitudes elsewhere.

The second challenge is that of making the loss of students on teacher training courses. The task is formidable. Merely to maintain student numbers in the polytechnics means redirecting 12,000 students into other courses over the next three or



Dr George Tolley

'The real problems for polytechnics are that they have so few friends, and have had insufficient time and resources to establish the position of strength necessary to ride out the present storms'

George Tolley looks at five tests now facing the polytechnics

four years. But into what courses?

There will be little point in vainly hoping for those vacant places in science and engineering courses to be filled, because they will not be—at least not by those students who would formerly have gone into teacher training courses.

Some, no doubt, will be taken into existing courses, thereby assailing the move to "tightening staffing ratios" as the department puts it. But room for manoeuvre is limited because of the restricted availability of staff expertise.

There is, of course, the slippery path of degree courses largely made up of former BEd offerings, slightly varied to suit a new label, but with essentially the same staff as before, and with the same staff as before. If the polytechnics take this way out, aided and abetted by CNA, then students will be sold very short indeed and the polytechnics will fall themselves and the nation.

The third challenge resides in the present teaching staff of the colleges of education. One is persuaded that the desire to work and the Employment Protection Act will override Crombie and that a large proportion of existing staff will be absorbed into teacher training courses rather than teacher training.

Now this is to be done, given the particular skills and bias of the staff towards teacher training, and given the promotion blocking effect of such transfers, remains a puzzle, but one which is not going to be solved by an exodus of secondments to master's courses in universities.

Women Students. Probably no more than 25 per cent of all full-time and sandwich students in polytechnics are women. Only about 10 per cent of sandwich students are women. Teacher training courses have 70 per cent women. The Equal Opportunities Commission will have far less effect on polytechnics than pressure from women students who have formerly looked to teacher training for an assured job and an assured career.

Given the professional context of so many polytechnic courses, what will be done for the much larger number of women who will be seeking entry? This is not a problem that the polytechnics alone can solve; it requires the assistance of professional bodies, employers, trades unions and the Government. But the polytechnics have better take delivery of the problem, because they will be called upon to take more and more women students into their courses, well in advance of changes in attitudes elsewhere.

The very professional context of so many polytechnic courses, which is a part of their strength, is going to make it more difficult to accept women students into the alternative courses. The task is formidable. Merely to maintain student numbers in the polytechnics means redirecting 12,000 students into other courses over the next three or

invaluable reasons. One would like to see the polytechnics recognizing the problems and seeking solutions with others who are involved.

Technicians. Some polytechnics have already squeezed out technician courses. Others, such as Sheffield, have sought to retain a strong commitment to an area and levels of work which they consider essential within a polytechnic. The Education Council and Business Technicians Education Council have drawn upon staff of polytechnics to a very limited extent in their various committees, a sad and surprising treatment considering the strength of higher technician work in polytechnics.

The polytechnics themselves have not sponsored a concerted voice on technician education and local and regional initiatives by polytechnics have been sparse and somewhat halfhearted. The more flexible structure of technician courses under TEC and BEC, coupled with pressure upon resources, may well encourage a "leave it to others" attitude—especially in a desire to establish a spurious distinctiveness.

The test here is one of leadership. Years of uncertainty prior to and following the Hargrave Committee Report have left their mark. One is persuaded that the desire to work and the Employment Protection Act will override Crombie and that a large proportion of existing staff will be absorbed into teacher training courses rather than teacher training.

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use in research and development likely to be of benefit to society.

There is nothing to be said for adding to the mediocre pot-boiling of which there is already far too much (paid for out of public funds), for which the spurious claim is made that it is "research training" or that it honours the cutting edge of a mind devoted to honours teaching.

The test for polytechnics is not that they shall come forward with their own style of research, justified in disjunctive terms. It is that they shall establish the place of research alongside the other intellectual challenges of teaching and of applying existing knowledge and that they shall do this in concert with the interests they serve.

The test for polytechnics is whether they can develop a research strategy which is directly relevant to their prime responsibilities in teaching and in advancing professional education and competence.

Local authorities. The present uneasy partnership between polytechnics and local authorities is reflected in growing uncertainty about the position of education as a local government service. Pre-arranged structures of responsibility, financing and planning are a mess.

Things are not helped by the almost paranoid refusal of the local authority associations and of some chief officers to acknowledge the professional competence of those responsible for management in polytechnics. "Corporate management" would be a joke if it were not so serious. With most authorities it has become a case of mismanagement, with a lack of communication which is either sinister or betrays appalling ignorance of both how to manage and of the basis of good personnel relations.

But this is not a time for polytechnics to suit in the corner hatching up unrealistic schemes for independence. Neither is it the time for displays of injured pride, of belligerence or for special pleading. It is a time for constructive leadership, when polytechnics must present the local authorities that they are indeed the national centres of a new and vitally necessary style of higher education that they claim to be.

There is a woeful ignorance of the work and achievements of polytechnics amongst elected members and many chief officers of departments of local government who have but a hazy idea of what polytechnics are about.

The general public are not well-informed either and the local population has but little interest in the polytechnic in its midst. There is little local knowledge and understanding of a university, too, but that is a different story. The local authorities of the university are still sufficiently strong to attract homage and awe.

There is no archetypal image of a polytechnic, unless it be that of "the tech", an image likely to have local currency through the large numbers of part-time students who are still, fortunately, catered for.

One test of constructive leadership, therefore, is that of getting across a much better understanding of what polytechnics do. Another is to strengthen the influence of polytechnics in the local community, not least by showing that there are resources and expertise and interest relevant to the local situation.

Yet a third is to convince the local authority that the responsibility of administering a polytechnic is a task worthy of the best traditions, and best brains, of local government.

These challenges are not dependent upon, nor related to, the future place of polytechnics in local or regional or national government. They are challenges that have to be met successfully, whatever the future structure and organization of higher education. They can only be met by the staffs of polytechnics and by their governing bodies.

Teaching staff must realize that they carry a heavy responsibility which goes far beyond that of teaching and of specifying what is needed to support that teaching. Local opinion will have a great deal to do with development of polytechnics over the next few years. It must be informed opinion and the polytechnics alone can ensure that.

Without wishing to make it appear that there are no other tests and challenges for polytechnics, one might call these two tests for the remainder of the seventies. The 1980s will, I am convinced, find the polytechnics still more firmly established as the spearhead of public sector higher education and as the model for the substantial growth which has yet to come in higher education in this country.

Polytechnics are still new; the polytechnic tradition is old and very, very resilient. It is a resilience which will be needed during the next few years, but I should be surprised indeed if they did not emerge from present pressures very much stronger and more confident.

There is everything to be said for polytechnics encouraging research, at quality and for their substantial resources being put to good

The author is principal of Sheffield City Polytechnic.

NOTICE BOARD

Professor P. Armitage, professor of medical statistics, London School of Hygiene and Tropical Medicine, has been appointed professor of biostatistics at the University of Oxford.

Forthcoming events

An international organized seminar on the application of project-oriented research at post-graduate level will be held in spring at the University of Bremen, West Germany, from March 23-26. Details: Dr M. G. Cornwall, Brighton Polytechnic, Department of Applied Physics, Moulsecomb, Brighton.

"Promises and Performance in early modern architecture", a lecture to be given by Professor Keyser, Bardonia, University College London, on March 16 at the Courtauld Institute of Art, 20 Portman Square, London W1K 2BG, at 5.30 pm. Tickets from: The Registrar's Secretary, CIA.

Goldsmiths' College School of Adult and Social Studies is holding two Saturday schools on social phenomenology on March 13 and March 20. Tickets and details from: The School of Adult and Social Studies, Room 24, Goldsmiths' College, London SE14 6NW. Fee: £1.20 (full-time students and OAPE 50p).

"Computers in Higher Education", a conference to be held at the Loughborough University of Technology, Loughborough, Leicestershire, on March 17-18, from March 24-26. Fee: £35 (residential); non-residential £25. Details: Gordon Ball, Loughborough University.

The Society for Latin American Studies at the University of Liverpool will be holding their annual conference at the University of Lancaster, University Road, Lancaster LA1 4YW, from March 26-28. Details from: R. M. Miller, School of History, PO Box 147, University of Liverpool L69 3BX.

Universities

Durham
Reader: J. G. Simmons (geography).
Lecturer: M. J. Reeves (engineering geology).

Edinburgh
Lecturers: I. H. McNicol (business studies); B. G. M. Main (economics); R. G. Gosden (physiology); D. Nelson (public law); P. Duodas (Sanskrit).
Temporary lecturers: D. S. McLaren (physiology); G. Brown (politics); T. A. Holding (psychiatry).

Manchester
Institute of Science and Technology
Senior lecturer: Dr J. Langrish
Lecturers: Dr C. Barab, K. R. Halliwell (mechanical engineering); Dr J. T. Jones, P. J. McMillan, J. Talbot (management sciences).

Oxford
Vigilance readership in ancient Icelandic literature and antiquities: U. Dronkers, Junior research fellow; S. M. Fell (astrophysics); A. Offer (modern history); P. D. Seymour (mathematics).
Speaker's lectureship in biblical studies: Rev G. W. Anderson.

Recent publications

European Community Directory and Diary (published by the Institute of Public Administration, 59 Lansdowne Road, Dublin 4, £12.00). The diary covers the political analysis by European Commission, director of Agency for Community activities in the period 1974-75 functioning of the institutions, financial and administrative relations, the Common market, and external relations.

Reading
Lecturer: T. M. Woodman (English); J. A. R. Hudson (German); G. A. Hughes (linguistics); R. Fletcher (sociology).
Temporary lecturers: R. Card, R. Clarke (economics); R. J. Sammons (geography); R. J. Finucane (history); S. Brooks, V. Munimboru (law); A. K. Sankar (Russian); B. M. Sankar (sociology); I. Dennis (typography and graphic communication); P. G. C. Dunn (veterinary science); M. J. Jones (management and development); I. L. Jones, P. A. Roberts (agricultural extension and rural development centre, School of Education).

York
Research fellows: S. A. Boffey (biology); S. A. Garthwaite (psychology); M. J. Irwin (physics); R. L. Butcher, P. M. Collins, L. Corina, C. Gough, A. J. Glen, D. Page (social administration and social work).

Polytechnics
Central London
Head of department: D. Paddy (photography).

South Bank
Head of department: E. Hainlein (architecture).

Colleges
Christ Church, Canterbury
Deputy principal: R. M. Walker.

Resistance Through Rituals (published by the Centre for Contemporary Cultural Studies, University of Birmingham, PO Box 363, Birmingham B15 2ST). This issue of the working papers in cultural studies is devoted to post-war youth sub-cultures.

Syllabus for European Studies (published by the Centre for Contemporary Cultural Studies, University of Sussex, Brighton, BN1 9QJ). This survey contains some 50 samples and extracts from the whole range of European studies syllabuses.

Grants

Aston
Architectural planning and urban studies—£8,330 from the Scottish Development Department for research into systematic design of housing under the direction of Professor B. Hinton; £2,000 from the National Corporation for the care of old people for feasibility study on housing design for the elderly, under the direction of Professor E. A. Rose; £5,860 from the Department of the Environment for research into a systematic design of housing for environmental evaluation and research under the direction of F. E. Joyce.

Biological sciences—£10,000 from Cadbury-Schweppes Ltd for evaluation of pilot scale fermentation effluent treatment system, under the direction of Dr R. N. Greenhalgh.

Chemical engineering—£9,602 from the Ministry of Defence for research into the development of engineering application of charcoal cloth leading to its commercial application, under the direction of Dr R. G. Temple.

Chemistry—£5,000 from the National Gallery for research into the effect of light on the degradation of the European Training Programme in Brain Research, to encourage collaboration in the field of neuro-endocrine mechanisms between the departments, respectively, in Bangor, Montpellier, and Gießen.

Bath
Biological sciences—£1,906 from the Royal Society for research into the interrelationships of the parts of the nervous system of the lampbrush.

Chemical engineering—£4,787 from the National Coal Board for research into the performance of active carbons as adsorbents under the direction of Professor W. J. Thomas.

Bangor
Economics—£5,300 from the British Library to study the costing structure of a printed library service.

Applied sociology—£3,193 from the Ministry of Overseas Development, to continue studies on the production of effective economic plans for the control of pest species of leaf-cutting ants of the genera *Acromyrmex*.

Electronic engineering science—£1,000 from the SRC for the study of electronic properties of molecular solids and liquids.

Forestry and wood science—£10,000 from the SRC for studies on the characteristics of domesticated wood.

Marine science—£3,560 from the SRC for work on the effects of the marine invertebrate larvae under the direction of Professor D. J. Child.

Mathematics and computer science—£5,125 from the SRC for theoretical studies of laser-plasma interactions together with a senior visiting fellow.

Physics—£5,000 from the SRC for work on the effects of the magnetic field on the heat changes between magnetic solids and liquid helium three.

Plant biology—£9,556 from the SRC for work on the interrelationships in the grass under the direction of Dr G. J. Sagar and Dr C. Marshall.

Sociology—£5,523 from the Royal Society for the purchase of an automatic gamma-spectrometer for Professor A. Okochi, £4,800 from the European Training Programme in Brain Research, to encourage collaboration in the field of neuro-endocrine mechanisms between the departments, respectively, in Bangor, Montpellier, and Gießen.

Noticeboard is compiled by Myrna Monsurante and Patricia Santinelli

BOOKS



A monument to the pioneers of Brazil—but what is the cost of modernization?

The costs of growth

Pyramid of Sacrifice: Political Ethics and Social Change
by Peter L. Berger
Allen Lane, £5.50
ISBN 0 7139 0988 9

Third World development is a vast, complex, and highly technical subject, and professionals might easily find it a field from a fundamentally humanistic perspective. They would be foolish to do so. Peter Berger brings his exceptional intellect and deep humanity to bear on issues that economists and sociologists usually sweep under their own particular carpets. In interpreting models of social development, Berger draws an oblique parallel between the tug of war between the sacred and the profane, and those demanded by our contemporary socialists and capitalists.

He begins by contrasting the explanations of poverty and wealth among the nations; the theories of modernization produced by economists and sociologists; and the Marxist theory of change—imperialism, revolution and socialism. Each theory is fostered by a myth, which in itself becomes an important determinant of political thinking. And each myth, as it is embraced in the Third World, is like the myth of a cargo cult—a prescription for a quick and magical way to wealth. Neither myth tells the price that has to be paid.

Although both myths present themselves as progressive, emphasizing science and technology, in the myth of scientific socialism there is also a strong anti-modern, religious theme of the eventual creation of a redemptive community from which all conflict has been eliminated. And yet, despite this search for a world that is lost, in both socialist and capitalist Third World countries, the predominant cultural impact is indisputably American. America stands for modernity, and even those who dream of a socialist Utopia do so in their T-shirts and jeans, drinking their Cokes, and tapping their foot to rock music—the artifacts of the world's most modern, and most capitalistic, society.

The internal contradictions of socialism are less covered to Berger's analysis than the costs of modernization. Brazil serves as his representative case of capitalist development. There, politicians argue that one generation must be sacrificed for the sake of national economic growth. The victims, of course, are the poor, the shanty-town dwellers, for whom the economic theory of "growth now—redistribution later" is a formula for sacrifice.

In contrast, societies that have given priority to redistribution of wealth, often by revolution, have done so at the cost of political freedom.

That cost, for instance in Russia and China, has sometimes included mass murder of particular classes and ethnic groups. Paradoxically for Third World socialists, the redistribution of existing wealth would make virtually no difference to the welfare of the impoverished masses.

Thus, the critique of capitalism begins with the miseries of economic deprivation, and the critique of socialism with the miseries of political oppression, torture and death. In each case there are, of course, some less dramatic consequences. Third World countries are notoriously corrupt. In capitalist countries, corruption is managed by men with the big bank account; in socialist states, by bureaucrats who place their relatives in well-paid jobs, and who cheat the people whenever they take a rake-off for an administrative decision.

Paradoxically, given Marxist theory, the real weakness of socialist development, is the excessive growth of the state bureaucracy, and a tendency to totalitarianism, and when everything is state-run, the people are at the mercy of the standards of honesty and disinterested good-will that prevail in the state bureaucracy. Third World countries are not discovered how to create a cadre of officials with really high standards of public service. In many countries, their corruption is taken for granted and even justified as a necessary evil. But when socialist officials are corrupt, it is at the expense, not of the shareholders, but of the people—and the people can do much less about it.

In the Third World, the socialist myth appeals much more than that of capitalism. Big business has a bad image, both because of its functional rationality, impersonality and heartless cost-efficiency, and because it is socially represented as an agency of exploitation. But does capitalism produce a worse result? Implicitly, Berger suggests not. Despite the myth, socialism fails in the long run to inspire men to create the society that their ideology proclaims.

One socialist country after another has had to introduce incentive schemes that compromise socialist principles. The alternative to a profit motive as a way of dealing with indifference and inefficiency has been punitive discipline. And that, once again, is a capitalist device. Capitalism may lack an inspiring myth, but it has, all considered, gentler techniques for the stimulation of effort.

Of course, capitalism has been served by myths arising from quite extraneous sources, the unforeseen consequences of which have been the diffusion of pragmatic and instrumental attitudes. The Third World has enjoyed no clear analogue of the Protestant ethic, and no myth

of state planning can produce one. What, then, other than the pressure to work, and what will promote those essential virtues of discipline and civic goodwill?

Any discussion of social policy is likely at some point to pass beyond the confines of an officially neutral social science. Berger, explicitly a Weberian, has the courage to flout current fashion by advocating a value-free sociology. But he also makes clear that, beyond his role as a sociologist, he is ready to grasp the ethical nettle. His values are humanitarian, and from this perspective he criticizes the sacred cows of contemporary political sociology.

One of these is "consciousness raising", which some sociologists call "political socialization". Both terms confer bogus objectivity on a propaganda exercise. "Consciousness raising" is the systematic effort to make people "aware of their condition", to promote a sense of their class situation, and to destroy all social justifications for differences in wealth, power, status, and perhaps even intelligence (except, presumably, those that obtain within the Communist party itself). The exercise is that of mass conversion of the untutored masses by patronizing elites. The elites refuse to take seriously the people's own account of their situation. The elite alone knows what people really want, alone can tell them how they should really think, and what their real interests are. Berger demands that all men be accorded the right to their own world of meaning, and he grants what he calls "cognitive respect".

The implication is that people have a right to resist modernization, to reject what economists, sociologists, capitalists, and revolutionaries want to do to them; in traditional society, it is their right to decide to abide by tradition. In advanced societies, that is a right that capitalism, despite its allurement of pluralism and choice, has already precluded.

Pyramid of Sacrifice is a non-technical book, dealing in basic ideas rather than in superficial statistics. If it has a weakness, it is that it is perhaps too indifferent to colonial history. In this very explicit and sociologically American "global mission", the British empire—no negligible influence on the development of the Third World—goes virtually unmentioned. It is the explicitly and sociologically American "global mission" that the British empire was sold to have taken their scope as extending "from Greenland's icy mountains to India's coral strand". Tow, one wonders, would the British hymn writer, Bishop Heber of Calcutta, react to that? Perhaps he would say "Since when?" But these are captive points, that scarcely merit this humane discussion of the prospects of the Third World.

Bryan Wilson

Versions of Christianity

Religion and Social Change in Southern Africa
edited by M. F. Whisson & M. West
Rox Collings, £7.50
ISBN 0 91720 99 2

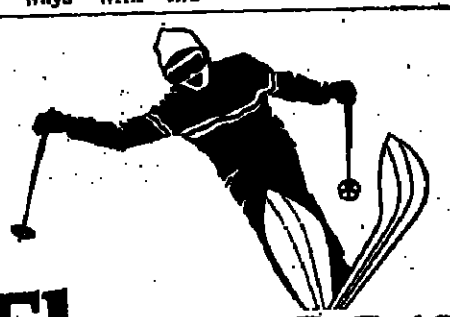
Professor Monica Wilson, a distinguished anthropologist, was for many years a leading figure in African studies in South Africa. She has published widely in the field of religion and symbolism and, the daughter of a famous missionary family, she has also been active in liberal Anglican circles. The subject of the *Postscript* is therefore appropriate: it is also important, because religion in South Africa is a very important social force. Christianity was not only a crucial element in the colonizing enterprise. It also yielded charge to the traditional polygynous homestead, and it has produced, particularly in the cities, new religious and social movements, which try to make a kind of sense of the African urban situation.

The first five contributions deal largely with "traditional" religion and symbolism, and are of variable ethnographic interest and theoretical sophistication. One or two contributors attempt rather shakily to walk the structuralist tight-rope. There follow two papers, classified together as "The Restless Christians". Professor Sundkler looks at some early missionary work in a characteristically gentle and scholarly essay, and Professor Victor Turner has some gnomic reflections on pilgrimage and death. It is, however, the final batch of essays which proves the most suggestive. These deal in various ways with the

African experience of Christianity. Professor Ellen Krige examines "Christian families" among the Lovedu and shows that despite the obsession of the missionaries with the propagation of western-style nuclear families, the Christian Lovedu have achieved their own more reasonable adaptation of the traditional polygynous homestead. Professor Pauw describes Xhosa Christianity and its special local developments, and Dr West discusses the place of ancestor cult in independent African churches in Johannesburg.

The key chapter is by Dr Archie Mafeje, and it may be read as a query on the whole enterprise represented by this volume. Describing his field-study of Langa, he writes that the township "is pervaded by a Christian middle-class ideology which denigrates paganism and which places a premium on Christian education as a civilizing influence and a source of respectability". But while this helps the urban successful Africans to assert their superiority over the uneducated *amaqaba*, it provides an inadequate ideological basis for the rejection of white domination. On the other hand, the Zionist churches, drawing from the poorest of the Africans, effectively counter the African elite, at least at an ideological level, but also cannot resolve the African problem. Their interpretation of the society bonds before economic and political realities which are not properly confronted, so that they obfuscate the perceptions of the total society which sparked their formation in the first place. In a fascinating brief description of two rural Cape African communities, Mafeje also provides a rare insight into the social cleavages and pressures in a remote part of a "bantustan", and their expression in various reactions to different forms of Christianity.

Adam Kuper



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BOOKS

Is three a crowd?

Testing intelligence

The formative years of childhood

H. J. Eysenck

SRA

H. R. Schaffer

Fossil clocks

Growth Rhythms and the History of the Earth's Rotation
edited by G. D. Rosenberg and S. K. Runcorn
Wiley, £22.50
ISBN 0 471 73616 3

Geophysical interest in biological clocks arises from the possibility of obtaining factual data from fossils of daily, tidal, lunar and annual events. Some evidence comes from fossils as old as 2,000 million years. This opens the way to precise documentation of acceleration patterns of the earth/moon system over a considerable part of the Earth's history. The start of this work essentially dates from evidence presented by Professor John Wills that Devonian corals indicate that there were about 400 days in the year, a figure which confirmed astronomical estimates of the earth's rotational deceleration.

This volume, the proceedings of an interdisciplinary conference, is divided into a part in which biological rhythms in living organisms are discussed without reference to geophysical implications, a limited part where the fossil and geophysical data are integrated, and a lengthy, theoretical and didactic section on geophysical and astronomical considerations which is not really related to growth rhythms at all.

The major problem using fossil material is to establish which environmental factor, if any, is controlling the incremental pattern. Penzance and also Buddemeier caustically emphasize the need for much more work on living forms before deductions on fossils can be trusted far.

On the broader scale Professor Crook's collation of the Earth's rotation through Phanerozoic time is particularly novel in suggesting correlation of discontinuities indicated by magnetic reversals, and changes in the rate of rotational deceleration. All this he relates to changes at the interface of the earth's mantle and core. But others in the volume argue that such changes would not significantly affect the Earth's net surface rotation.

Some of the best papers are those on geophysical and astronomical aspects of the earth/moon system. The thorough and fascinating account by Muller and Stephenson of historical evidence since 1375 of solar eclipses is especially excellent.

Michael House

Reviews

Gillian Beer is a fellow of Girton College, Cambridge. Michael House is head of the department of geology at the University of Hull. R. D. Johnston, a lecturer in liberal studies in science at the University of Manchester, is co-editor of the *Technological Processes in Technology Change*. Elliot Lander is professor of theoretical physics at Westfield College, London. W. W. Robson is professor of English literature at the University of Edinburgh. H. R. Schaffer, professor of psychology at the University of Strathclyde, is author of *The Growth of Sociality and The Origins of Human Social Relations*. Bryan Wilson is reader in sociology at the University of Oxford and a fellow of All Souls. His most recent books are *Magic and the Millennium* and *The Noble Savages*.

Problematic

Finite Element Methods for Engineers
by R. T. Fenner
Macmillan, £8.95 and £4.50
ISBN 333 18340 1 and 18656 7

The finite element method is one of the most important of the recent advances in the solution of engineering problems. Developed approximately 10 years ago as a method of structural analysis, it has since been extended to other fields such as fluid flow and heat transfer. Rapid implementation of the technique has made it necessary for the theory to be set down in a textbook for engineers. This book is an introduction to the method and is intended for undergraduates and practising engineers who are not familiar with the technique. The elements and procedures adopted are relatively simple and no advanced knowledge is assumed.

Dr Fenner has introduced the method as a means of solving differential equations of the types encountered in engineering problems. This gives the book a broader base than many earlier works which concentrated on structural problems such as the laplace and bending analysis of plates. Topics investigated include the flow of fluid in a channel, the torsional dynamics of members having irregular shaped cross-sections as well as the more commonly encountered examples such as laplace stress patterns in plates with holes.

A basic type of finite element formulation is presented, so allowing more space to be devoted to the full presentation of computer programs and illustrations of their use. Only two elements are fully produced, both being triangular in shape and of the constant stress/strain type. These elements are the most basic and the equilibrium method used to formulate them is not directly applicable to more complex elements but is a good introduction. Although the variational formulation is included in brief the step from the simple constant stress/strain elements to the more complex ones is not obvious from the text.

The book is primarily divided into two sections: the solution of harmonic and biharmonic problems; and finite elements are presented for these. This division may lead the student to believe that there is some fundamental difference between the two approaches, not just that different element formulations are used. Possibly a general chapter on element formulation, addition to general programs, together with a broader introduction to the technique and then this could have been applied to the solution of harmonic and biharmonic equations.

Sufficient computer programs are included for a student to copy and solve problems on the computer. These are presented and explained in a manner which should give a good insight into the type of programming necessary as an integral part of the finite element method. An excellent chapter on mesh generation is included together with fully presented computer programs. The book is obviously intended as an introduction to the method and as such it succeeds especially with respect to the computational aspects. For much practical work on the basic element stress/strain triangles, however, this has resulted from the decision of the author to include full descriptions of his programs and considerable discussion of the problems solved.

J. M. Siddall

BOOKS

Complexity handled elegantly

Elementary Particles and Symmetries
by L. H. Ryder
Gordon and Breach, £9.80 and £5.00
ISBN 0 677 05130 1 and 05133 6

Rare indeed are the occasions when the reviewer of a technical volume can testify to pleasure rather than fatigue, exhilaration rather than boredom. There is an almost "Feynmanesque" quality in the simplicity and elegance of Dr Ryder's handling of complicated and abstract topics in the theory of elementary particles, which makes the reading of his book a sheer delight.

Time and again problems which have been thought of as requiring a detailed and intricate mathematical treatment, are presented from a new angle, included in an unexpected way and reduced to intelligible, almost non-mathematical forms. In this way, one painlessly assimilates the relationship between the symmetries of a physical system and the conservation laws that follow, the concepts of isotopic spin and strangeness, and the selection rules that govern the allowed transitions among the fundamental particles.

The complex structure of the electromagnetic interactions which results because particles are not point electric charges, but are spread out in space, is beautifully explained, as are the recent experiments on "deep inelastic electron scattering" in which electromagnetic interactions of great impulse are used to totally disintegrate the target protons, and from which it is surmised that the proton may be a "pomeron" like structure with "hard seeds" inside.

All the important developments of the last twenty years in our understanding of weak interactions and in our re-evaluation of the discrete symmetries such as parity invariance are very clearly explained. In particular, the analysis of the conflicting experiments leading to parity violation is splendidly done. Even the density of events on the Dalitz plot emerges without a word of algebra.

Very technical developments, such as the conserved vector current, unitary symmetry, the quark model, the cabibbo angle, chiral symmetry and current algebra are dealt with using a very simple and intuitive approach, with no recourse to group theory. And to crown it all, the

final chapter grapples with the question of the unification of electromagnetic and strong forces and the possibility of a grand unified theory. "Charm" and "super" making it all sound quite digestible.

We are told that this book forms the basis for the graduate course. But—and this is a very large "but"—indeed it is suitable as such? It is not a text of prerequisite background knowledge of quantum mechanics will suffice. It is a question of narrowness. No graduate curriculum, surely, afford to offer more than the point of view of the book is too specialized, too unrepresentative of the field of elementary physics. There is no measurement of the particles, of their interactions, of the dynamics of the interactions. Dr Ryder's book is recommended therefore, not as a supplementary reading, but as a supplementary reading, final-year undergraduate course.

Elliot Lander

Forecasting

The Art of Anticipation: Values and Methods in Forecasting
edited by Solomon Excel
Martin Robertson, £5.95 and £2.85
ISBN 0 85520 088 X and 087 1

Not before time this book announces that the claims of forecasting, whether technological or social, to provide a universal technique for decision-making about the future are revealed as bogus. "It cannot aspire to be called a science, and it must avoid the dangers of pseudo-science." It is an art; hence the title.

The authors emphasize that their aim is to produce "neither a textbook nor a full critique of forecasting techniques; these abound already. It is more a review of the assumptions on which the various techniques are based." After providing a brief historical background and establishing that forecasting necessarily and inevitably reflects the values of the forecaster, attention is devoted to a thorough, well-balanced appraisal of current methods of examining the future as potential history.

The quality of the concluding section, concerned with the role of science and technology in forecasting, does not, however, compensate for its lack of relevance to the main issue.

The book is the product of a cooperative of authors from, or associated with, the Science Policy Research Unit at the University of Sussex, who have already contributed a major critique of global "modelling" in *Forecasting*. But despite their experience, it is surprising to say that the strains of containing and integrating the views of a variety of authors with different disciplinary backgrounds are apparent. Many avenues are opened, few are followed, and synthesis is barely attempted. Thus the suggestion is made that "the attempt to develop forecasting as a 'scientific' activity is related to the growth of long-term planning by governments." It is an outgrowth of nineteenth century notions of progress, yet this penetrating insight is not incorporated into the methodological discussion. This is not a problem to be overcome by more vigilant editing; it is a reflection of the difficulties of interdisciplinary itself. My fear is that self-appointed guardians of disciplinary expertise will seize on these lapses as evidence of the very superficiality they have always suspected.

Throughout I found myself asking why, and for whom, was this book written? If it succeeds in its proclaimed goal of demystifying the claim of forecasting to be scientific, then as a piece of literature it is redundant. If, as I suspect, it is genuinely a statement of "the Sussex conference" on the earth can only be judged "when" decisions of its application become available. This then is no more than an extended preface, sufficient to whet the appetite for chapter one.

R. D. Johnston

Innovating books

Applied Analytical Mathematics for Physical Scientists
by J. T. Cushing
Wiley, £11.75
ISBN 0 471 18997 9

Partial Differential Equations
by E. T. Copson
Cambridge University Press, £9.00 and £4.00
ISBN 0 521 20583 2 and 09893 9

Both these books are most refreshing innovations in related fields. In the past, have served mainly by two books. Cushing's book is directed primarily to physicists, so some of the proofs are relegated to an appendix but he takes the point that it is only by a full understanding of how a result comes to hold that the practitioner will be able to make full use of it. If there is a criticism to be made, it is that the book is a shade pretentious—the chapter on spectral analysis of linear operators is actually on the corresponding theory for matrices, mostly in three-dimensional spaces.

But this is a quibble against the book's merits. For, for the first time in this highly accessible form, are treatments of complete sets of functions (including two proofs of the Weierstrass approximation theorem), of integral equations, of Hilbert-Schmidt theory and the calculus of variations (including Noether's theorem). The section on complex analysis, reflecting Amari's circumstances, starts from the definition of a holomorphic function and gets to analytic continuation, steepest descent and the hypergeometric and Bessel functions in just

over one hundred and fifty pages. The final chapters are on one linear differential equation and Green's functions, and on groups and on group representations. Each chapter is well provided with instructive and difficult examples, and can be calculated to improve the mathematical knowledge of third-year or postgraduate physicists, and some engineers in chemistry.

Copson aims at both mathematicians and users of partial differential equations. There is, again, available like this, a mass of pure theory and methods, it is how the various tricks fall into place that is a surprise. The treatment is motivated by first-order equations. Lagrange's gives a model, and the characteristics of general first-order equations are examined. Then, after the Cauchy-Kowalewski theorem, the real direction there is very illuminating discussion of boundary value and initial value problems and the question of when a problem is well posed. The following four chapters on hypergeometric functions (one general, one on the theory of second-order equations and one on the theory of third-order equations and subnormal functions), and a concluding one on heat conduction equation. The book will form a perfect advanced undergraduate or early postgraduate course in mathematics or physics, and a lifetime's experience has been put into the exposition. There is a good selection of examples in each chapter and a list of suggestions for further reading.

C. W. Kilham

Electrochemical kinetics

Electrode Kinetics
by John Albery
Clarendon Press/Oxford University Press, £5.00
ISBN 0 19 855433 8

This is a splendid book strongly to be recommended to undergraduates and postgraduates interested in electrochemical kinetics. It is a refreshingly different account of the subject related with enthusiasm and a certain amount of dry humour. It deals with potential-dependent rate constants with techniques for determining them, with the latest theories of single-electron transfer reactions and with multistep processes. There is a chapter on potential-dependent double layer and several appendices describing some of the equations and derivations in greater mathematical detail. Each chapter begins, as should a good lecture, with a summary of the main points to follow and what follows is invariably apt

and correct. The book deals clearly and effectively with potential surfaces. There is a clever introduction to diffusion control, a sophisticated treatment of its delineation and a neat presentation of the double layer properties in concise, simple forms.

The book is well produced with a man skin down the most recent of units (SI) which hopefully will last as long as the book does. The diagrams are largely determinedly helpful and only occasionally adorned with a microscopic slope. This figure of fun is typical of John Albery's impulse to sometimes cutting disregard of establishment and pompous views. Fortunately he is frequently correct and apart from the rare minor error, the book is free from error. It is a civilised, well written, and it has many primers for the subject of electrochemical kinetics.

Graham Hills



Turkish troops retreat in extreme conditions during the Korean war.

Cold War warms historians

Donald Watt reports on an expensive three-year Japanese project on the Cold War in Asia, 1945-51

The Cold War in Asia 1945-51 was the theme of a recent four-day conference in Kyoto. For contemporary historians in Japan the conference was a major event. Upwards of 80 scholars attended, one eminent gentleman even rising from his hospital bed to chair one of the sessions.

The conference was the culminating stage of a three-year research programme on the "basic aspects of the international environment" in which over 100 scholars from the different branches of the social sciences organized into six groups and 17 teams had taken part, 35 of them being sent on prolonged foreign research trips in 1973 and 1974. The programme, financed by the Japanese Ministry of Education, involved a budget of ¥265m, or about £40,000 sterling at current exchange rates, over three years, not a large sum by the standards of research expenditure in the physical sciences and technology, but a truly staggering sum for a project in the humanities and social sciences.

Distinguished historian

The formal director was the president of the University of Tokyo, Kenta Hayashi, a very distinguished historian of imperial and post-war Japan. The real direction was in the hands of the number two on the project, Yonosuke Nagai of the Tokyo Institute of Technology who had spent four years in Harvard in the early 1950s. He was aided by Nagayo Homma and Mitsuo Nakajima.

The six research groups were divided, five organized on a geographical basis between the United States, Japan, China, the USSR and South East Asia, the sixth devoted to studying the "structure of the Yalta system", that is for the Far Eastern aspects of the Yalta conference. Two of the 17 teams worked on American domestic attitudes and American foreign policy formulation.

In the "Yalta" group four teams worked on the formation of the Yalta system, the advent of nuclear weapons, the Korean war and the 1951 peace treaty. Three teams worked on aspects of Japanese foreign policy. Two worked on the Chinese civil war and the external policies of the Chinese Communist parties. Three worked on the relationship between internal change and Soviet foreign policy, and on Soviet policies in East Asia, and three on the development of the Chinese in South East Asia and the rise of native national independence movements.

There were, in addition, six independent groups, an extra group devoted to aspects of change in Soviet society and in its relations with Europe, one to limitations on the exercise of sovereignty in modern international society, one on Japan's war-time vision of a new order in Asia, and one on changes in the Japanese newspaper and journal attitudes to Japan, one to changes in the Japanese attitude to the external world (including social psychology, linguistics, and communications theory) and one to inter-war China and the rise of the Chinese Communist party.

The members of the various teams and groups provided evidence and speakers for three annual symposia of which the November conference at Kyoto was the third and last. The papers at the first symposium were published in the project's *International Environment Project Newsletter*.

The first symposium (1973) was mainly devoted to the discussion of research concepts, bibliography and methodology. The second, held in 1974 also in Kyoto, was a first shot at covering the entire range of the Cold War in the first post-war decade and included one session on the origins of the Cold War, the German problem, English language summaries of these papers were printed in *Basic Studies on the International Environment 1973-1975* published by the project's coordinating office in the Tokyo Institute of Technology.

The third symposium, was held last November at Kyoto, was supposed to integrate the findings of the three-year research programme with each other and with western research as represented by eight foreign scholars: six American, one Japanese, teaching in America, Akao Iryo (University of Chicago), and one British.

The American scholars were carefully chosen to give both a spread of geographical expertise and to include experts of both the revisionist and the neo-orthodox approaches to the study of the Cold War. Professor A. S. Whiting (Michigan) provided the expertise on Chinese Communism, Professor Robert Slusser (of Michigan State) provided the Soviet expertise, and Professor George Kahin (Cornell) led for South East Asia. Professor W. R. Loebner (of Cornell) spoke for the revisionists, and John Gaddis (Ohio and Naval War College) responded for neo-orthodoxy. The American delegation was to have been led by Professor Ernest May (Harvard) who was also billed as one of the two keynote speakers. He was, however, forced to withdraw at the last moment and it fell to the author of this report to stand in for him.

The conference was chiefly of interest for the wide divisions it revealed between the Japanese participants in the project. Five groups could be distinguished. Firstly, those who saw the whole Cold War largely in the same terms as do Soviet and Chinese historians. Second and third were those who reflected the dominance of American scholarship, American materials and American concepts in contemporary studies, divided fairly evenly between the neo-orthodox schools.

Fourth were the area specialists. In this field, too, the dominance of American scholarship was not difficult to discern in the prevalence of the assumption that the rhetoric of nationalism independence movements accurately reflected the reality. The assumption was that the nation was an inevitable product of assumed historical justification, equally striking to a British historian was the concentration on Vietnam and Indonesia and the complete neglect of the Burman and Malayan examples.

The last group was more difficult to define. It was argued by the author of this report that the current American debate over the origins and course of the Cold War should be seen essentially as a half ideological, half-theological dialogue between different versions of American nationalism and, as such, should be of little or no interest to students of the period who

were not products of American culture. Japanese (and British) scholars should, he argued, both by virtue of their not being American and by virtue of the obligation laid on them by their profession of historians, avoid being drawn into the current attempt to choose a version of the American past which would most advance the advocacy of particular policies for the American future and try rather to develop positive contributions to the study of the period, uninfluenced by American cultural imperialism.

It was in this last last argument that most readily be seen a though it was agreed that such was the hold of American scholarship it was an argument easier to advance than to realize. To some extent it was realized in two enormously effective papers on the Sino-Soviet relationship by Professor Okada of the Metropolitan University of Tokyo and on the Korean origins of the Korean War by Professor Okonogi of Kelo University. These were to visitor to some degree the most substantive novel of the Japanese contributions.

What was to a British scholar the most striking feature of the conference was the number and the general level of the Japanese contributions to a field of contemporary history in which British scholars have been hard put to make more than a score of contributions. Over the next few years, as the British archives open for the postwar years, this will, it is hoped, change radically for the better.

What was even more striking was the enlightenment of both the historical profession and the Japanese Ministry of Education in favouring and financing so massive a project. A very strong case could be made for the devotion of British scholarship to effort on a similar scale into the changes in British world position between 1939 and, say, 1960. It would prove enormously enlightening to the current "doom and gloom" debate on Britain's institutions and national will.

DES reaction

If the departments of politics and history of the British universities could be persuaded to co-operate, even given that there are roughly nine Japanese universities for every British university, there is certainly the whiffy and talent to produce something of real value, imagine, however, the reactions of the DES or the SRC, let alone that of the Treasury or of Parliament to a proposal to spend upwards of £2m on an academic project of this kind, let alone to winding it up by bringing together French, German, Commonwealth and American scholars to add their different viewpoints.

In the meantime a plan is being mooted for a Japan-British conference on the Cold War in Asia to meet either in 1979 or 1980 in Britain once the British records for the later 1940s are available for research. The suggestion was greeted with some enthusiasm, it has been broached. But it will need funding, and a preliminary costing has already shown that over the core of British participants would cost more than the total funds available for the organization of international meetings in Britain on historical themes in any single year.

The author is professor of international history at the London School of Economics and Political Science.

LETTERS TO THE EDITOR

Jobs in African universities

from Dr Robin Cohen

Sir,—I was interested to see that you carried an advertisement (*THE TIMES* March 5) for no less than six posts at the School of Humanities and Social Sciences at the University of Zambia.

Intending applicants for the posts might like to know that three members of the school, one other lecturer and 17 students are presently in detention with no charges being preferred against them.

At first it appeared that the staff were being victimized because of their political convictions regarding Angola, on which President Kaunda has taken a hard-line stance. From private and reliable information received, it now appears that a sordid tale of university politics was probably at the root of the later detentions.

This surfacing, for example, when at a meeting of the school, the Zambian dean of humanities denounced one of the detainees for his views on the African elite. He stated his pride in being a member of that elite and expressed his disapproval of "hantu bushmen", "Kaffirs" and "white Kaffirs".

It should immediately be added that this racism was not displayed by members of the Senior Staff Association, who, in a unanimous vote, called for the release of the original detainee, Lionel Cliffe. While many Zambians have taken a principled stand against the detentions, it is notable that most senior members of the university have refused to act publicly in defence of their colleagues, thus allowing academic freedom to be destroyed by external and internal political pressures.

I wish to urge that no one applies for an academic post with the detentions are released and until the authorities of the University of Zambia show that their treatment of

their colleagues is worthy of the respect of the international academic community. Yours sincerely, ROBIN COHEN, Department of Sociology, Birmingham University.

Sir,—The University of Malawi is currently advertising for a professor of English, a professor of economics, and for 25 lecturers. These vacancies will be mostly filled through advertisements in your newspaper with the help of the Inter-University Council in London.

Before applying for posts your readers may be interested to know of the situation in the university. During the current academic year at Chancellor College alone, both the professor of English and the acting professor of economics as well as two other lecturers have been detained on 24-hour notice as "prohibited immigrants".

Much worse, however, is the fate of Malawians. Four lecturers, the registrar, and the ex-principal have been interned. This in effect means complete disappearance. Those who survive nor their colleagues are allowed to ask reasons for their imprisonment or inquire after their welfare, or assist their families who are dispossessed of their homes and their rights.

Governmental interference, ideological censorship, personal intimidation, and not least complicity by silence of the academic staff are daily facts of life at the University of Malawi.

Yet the IUC continues to aid the university in recruitment and with financial aid. They fail to take the situation seriously. It would be more honest to inform the academic profession of these "conditions of employment". Name and address supplied.

WEA smokescreens

from Mr Michael Watson

Sir,—The president of the Workers Educational Association, Mr H. D. Hughes, surely can't have been so serious when attacking Iwer Crowe's reference (*THE TIMES*, February 13) to middle-class mums in the WEA as a "cheap and outdated male chauvinist jibe".

Cheap it may or may not be, but outdated it certainly is not. Hughes' "male chauvinist" claim is typical of the kind of smokescreens the controlling hierarchy of the WEA (at district as well as national level) erect to cloud the real issues facing the association and to its role in adult education today.

As a full-time organizer with the WEA, I can testify that Crowe's claim is absolutely justified. The "Workers Educational Association" is an association of "housewives" would more accurately reflect current provision.

His attempt to justify the irrelevance (at least in terms of the association's stated aims) which comprises the vast majority of WEA activities is a highlighting areas of "resistance" to him and his sanctimonious colleagues on the national committee, illustrates the direction in which the WEA is moving.

As an example, one need look no further than the recent announcement by the Department of Education and Science to the effect that up to £250,000 is to be made available to the WEA, with the express hope that it will be spent on three of the four Russell areas: education for the socially and culturally deprived; work in an industrial context; and political and social education.

Significantly, there was no mention of the fourth Russell category, the WEA's "traditional work". Yet in the latest edition of *WEA News*, the front page was devoted almost entirely to accounts of "enthusiasm" of graduates to the Department of Education and Science, while completely failing to mention the specified areas.

This typifies the attitude of the WEA: hegemony, as before, with intent to continue to use the usual concessions to those who believe in meaningful and sincere attempts to develop working-class education.

Notwithstanding, I am less than happy with the WEA which have been attached, the Department of Education and Science.

tion and Science has laid its cards on the table. The WEA should now respond in a fashion which makes it quite clear that it intends to live up, not only to its name, but also to its status as a "responsible" body. At the moment it does neither. Yours sincerely, MICHAEL WATSON, Development officer, Mid-Derbyshire Area, Workers Educational Association.

AD 69 and relevance

from Mr Kenneth Wellesley
Sir,—I am grateful to Mr Watson for putting me right in his review of my book *The Long Year: AD 69* (*THE TIMES*, February 20) about the localization of Stanwick (yes, near Darlington rather than near bridge), but I can allow him to bridge the majority of my plates are irrelevant to the text.

Of the 13 I publish, four provide portraits of this emperor of the year, four are the best extant photographs of important documents discussed and translated in the text, and three present scenes and objects described in it. That leaves two doubtful, hardly a majority. But I am surprised to find a historian of the Roman army finds that a near-contemporary relief of auxiliary infantrymen and a picture of a newly cleared portion of Roman road in Upper Germany are irrelevant to the events of the year. Mr Watson must really be thinking of some other book than mine.

Yours sincerely, KENNETH WELLESLEY, Department of Humanity, Edinburgh University.

Academic monographs

from Mr Peter Mann

Sir,—I am engaged in a research project into current trends in the publishing of academic scholarly monographs. I am collecting information from publishers by means of interviews and am also in touch with academic librarians about their current budgets for this type of book.

I would, however, be happy to hear from private individuals who are finding difficulties in having monographs published, and also from private buyers who find that present economic trends are having an effect upon their buying habits.

Yours faithfully, PETER MANN, Reader in sociology, Sheffield University.

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